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ABSTRACT

Developed as part of a project to encourage state-wide collaborative agreements between education and rehabilitation agencies involved in the transition of blind and visually handicapped students (ages 16-25) from school into the work force, the report describes 18 programs diverse in location, design, funding, philosophy, and administration that facilitate this transition. Some programs are based in agencies and schools for blind and visually impaired persons, while others are university or public school based. Individual programs are described under the following headings: "Toward a State Transition Plan" (Arkansas); "Project Work Ability" (California); "Factors in the Development of Rural Transition Programs" (Maryland); "Community-Based Training: A Component of Career Education for Deaf-Blind Youth" (Massachusetts); "Royal Maid Collaborates" (Mississippi); "Agreement of Cooperation" (Nebraska); "Youth in Transition, Inc." (Nevada); "A Career Awareness Experience--Adventures to the Future" (New York); "Summer Employment in Industry" (New York); "Lifeprints" (Oregon); "Mobile Work Crews" (Oregon); "State Transition Coalition" (Oregon); "Technical Assistance as a Catalyst for Staff Training and Supported Work Program Development" (Tennessee); "The Industrial Enclave" (Texas); "Don't Give Those Kids Fish! Teach 'em How to Fish!" (Texas); "Project STEER" (Virginia); "Supported Employment" (Virginia); "Career Awareness and Work Experience" (Washington). Under each heading is a lead question which is answered in the program description. (DB)

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COLLABORATIVE PLANNING: TRANSITION FROM SCHOOL TO WORK

PROGRAMS IN PRACTICE

NATIONAL LEADERSHIP INSTITUTE FOR PERSONNEL IN EDUCATION AND REHABILITATION OF THE BLIND AND VISUALLY HANDICAPPED

Sponsored by
The American Foundation for the Blind

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Funded in part by:
Rehabilitation Services Administration
Office of Special Education and Rehabilitative Services
United States Department of Education

EC 200517

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Transition From School to Work

PROGRAMS IN PRACTICE

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The American Foundation for the Blind
15 West 16th Street
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October, 1986

COLLABORATIVE PLANNING: TRANSITION FROM SCHOOL TO WORK

PROGRAMS IN PRACTICE

National Leadership Institute for Personnel in Education
of the Blind and Visually Handicapped

Sponsored by the American Foundation for the Blind. Funded in part by the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, United States Department of Education, Grant #G028400018. The articles in this manual have been edited by project staff, Kathleen Mary Huebner and Frank Simpson, Project Co-Directors, and Ferne K. Roberts, Project Coordinator. No permission is required for duplication of this document. If selected sections are reproduced, please cite the American Foundation for the Blind as the source. Two of the articles contained within are direct reprints for which permission was obtained to present in this publication, they should be cited appropriately.

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INTRODUCTION

In developing this project we have had the opportunity to gather information on several programs and practices which we are sharing with you. The programs are quite diverse but all have common characteristics.

They represent collaborative efforts, often innovative, that facilitate the transition of disabled youth into appropriate adult environments. The programs described are diverse by not only location but also by design, funding, philosophy, and administration. Several are based primarily in agencies and schools for blind and visually impaired persons, while others are university or public school based.

It is hoped that in reviewing the brief descriptions of these programs you will identify models which, with modification, can be useful as you seek to refine your action plan and continue to work on behalf of blind and visually impaired youth in your state.

Many individuals contributed to this publication. Contributors and authors are not only recognized here for the information and articles they provided but also for their efforts in facilitating the transition of blind and visually impaired youth to adult environments.

TOWARD A STATE TRANSITION PLAN

Arkansas

Question: How can a state transition team mobilize support for transition activities which will lead to a collaborative state plan?

Overview

I. Type of Transition Model:
Collaborative State-wide Planning

II. Target Population:
Public and residential school students who are blind or visually impaired.

III. Collaborative Features:

A. Agencies - Residential Schools, Public Schools, Division of Services for the Blind, Arkansas Council of the Blind, Arkansas Association for Visually Impaired Children and Youth, National Federation of the Blind, Arkansas Lighthouse for the Blind, Lions Club, Arkansas Department of Education.

B. Consumers - A parent and an adult consumer are active members of the state transition team.

C. Private Employers -
NA

D. National Organizations - American Foundation for the Blind, Association for Education and Rehabilitation of the Blind and Visually Impaired.

IV. Local/Municipal Resources:

Currently being explored

V. On-going Support Systems:

Currently being explored

VI. State/Local Laws/Regulations:

Currently being explored

VII. Funding Sources:

Start-up - AFB Southeast Regional Office
American Council of the Blind

Continuation - Currently being explored

VIII. Contact Persons:

Debbie Waller
Director of Rehabilitation
Arkansas Enterprises for the Blind
2811 Fair Park Blvd.
Little Rock, AR 72204
(501) 664-7100

Leonard Ogburn
Superintendent
Arkansas School for the Blind
2600 W. Markham
Little Rock, AR
(501) 371-2109

TOWARD A STATE TRANSITION PLAN

Arkansas

Question: How can a state transition team mobilize support for transition activities which will lead to a collaborative state plan?

Answer: Debbie Waller, Director of Rehabilitation at the Arkansas Enterprises for the Blind, describes how a new transition team got things going in record time.

The original four-member Arkansas state transition team was formed in January, 1986, at the national Leadership Institute, for professionals in education and rehabilitation of the blind and visually handicapped, sponsored by the American Foundation for the Blind. That team included the superintendent of the school for the blind, the youth services counselor of the state division of services for the blind, a visually handicapped adult and the parent of a visually handicapped student. When they returned to Arkansas the team added two additional members to broaden the points of view and expertise -- a state department of education outreach person, and the director of rehabilitation of a private rehabilitation agency for the blind.

One of the first steps the team took was identification of the key transition issues in Arkansas.

1. Career awareness/education training for visually impaired children from birth through 25.
2. The need for students to utilize more community resources for apprenticeship and career exploration.

3. The need for blind children and their parents to continually have complete information on what's available.
4. The need for housing and transportation.
5. The need for development of a state plan to serve severely and profoundly multihandicapped visually impaired students during the transition period.
6. The need for vocational and placement counseling for visually impaired children who attend public school.
7. The need for a liaison between employers and students/disabled persons -- a job development person.
8. The need to facilitate the movement between residential and day programs.
9. The need for the Arkansas Lighthouse for the Blind to serve the lower functioning client and to encourage transition for employees as they are ready to enter the mainstream of competitive employment.

Taking all of these needs into consideration, the team set the goal to develop a statewide plan among agencies, parents and consumers to address the transition needs of blind and visually impaired students.

At the first team meeting, held on February 7, 1986, representatives were identified from all interested organizations in Arkansas and asked to participate on a task force to explore existing transition services and plan for improving these

services. Eleven people from education and rehabilitation agencies, representatives from the American Council of the Blind, Arkansas Association for Visually Impaired Children and Youth, and the Lions Club, accepted membership on the task force.

After a discussion of the team's training at the Leadership Institute and the identified needs, each task force member addressed what their agency program or organization was doing to meet the transition needs of student/clients in Arkansas. Each task force member was then assigned to one of four committees which had been established to concentrate on specific areas. These committees and the needs they addressed were:

Housing and Transportation - Need #4

Job Development - Needs #5, 7, 2 and 9

Transition Information Network - Needs #3 and 8

Career Education - Needs #1 and 6.

Team members and task force members were informed of the upcoming AER conference whose theme was Collaborative Planning: Transition from School to Work; and, the Career Awareness Workshop to be held for professionals, students and parents. Each member was encouraged to participate in both programs. The task force also selected a co-chairman to help assume the responsibility for coordinating activities.

In May 1986, the state conference for the Association for the

Education and Rehabilitation of the Blind and Visually Impaired met in Little Rock with 95% of their membership present. The keynote speaker was Dr. Kathleen Huebner, Co-Director of the AFB Transition Project and AFB National Consultant in Education who addressed the conference theme Collaborative Planning: Transition from School to Work. Other presentations of note included a panel of task force members addressing WHAT WE ARE DOING TO FACILITATE TRANSITION, JOB COACHING, COLLEGE AS A STAGE IN TRANSITION, and THE USE OF A SUPPORTED WORK MODEL FOR TRANSITION FROM SCHOOL TO WORK.

The following weekend, a Career Awareness Workshop was held at Arkansas Enterprises for the Blind with 125 people in attendance. The planning of the workshop was coordinated by Libby Swindle, state team member and Youth Services Counselor for the Division of Services for the Blind. The American Foundation for the Blind provided $1,500 through their regional office in Georgia and Regional Consultant, Oraien Catledge. The American Council for the Blind (ACB) contributed $100 toward refreshments. Frank Simpson, Co-Director of the AFB Transition Project and National Consultant in Employment, also helped in the organization of the workshop and provided the keynote address CAREER CONCERNS. The agencies which played key roles in the planning were:

Division of Services for the Blind

Arkansas Enterprises for the Blind

Arkansas School for the Blind

Educational Services for the Visually Impaired

Arkansas Association for Visually Impaired Children and Youth, Inc.

Arkansas Council of the Blind

National Federation of the Blind

American Foundation for the Blind

Students and their parents along with professionals in the field of work for the blind (education and rehabilitation) were invited to participate in the workshop. Each individual received an invitation and was asked to fill out a pre-registration form. They were asked to select three career categories which they wished to learn more about in concurrent sessions on Career Information Sharing. (See attachment 1 at end of the article.) In these sessions, 21 blind or visually impaired adults shared information regarding their careers. The occupational categories they represented included managerial, computers, communications, sales, manufacturing, services/repair, teaching, counseling, homemaker and services for severely/profoundly handicapped youth in transition. Each presenter filled out an information sheet which included their name, title of position, job duties, education and training, previous work experience, visual functioning, special aids and adaptations, personal qualities needed for job and personal job search experience. (See attachment 2 at the end of the article) This information will be

printed in a booklet along with a summary of the workshop and distributed to students and their parents. If they wish to contact any of the presenters to discuss their professions further, all presenters have made themselves available to conference participants. Leonard Ogburn moderated a group of five students who told of their transition process from residential to public school, from high school to college and from college to work. The afternoon's final presentation was an update on activities occurring in this area regarding transition. With the money remaining at the end of the workshop the team is considering sending out a quarterly newsletter to students and parents, keeping them up-to-date on what services are available to their children.

The key factor which appears to be greatly facilitating the efforts of the state team and task force is the fact that we have the support of the leaders and professionals in both public and private rehabilitation, public and state school education, consumer groups, parents and students.

A number of the state team and task force members participated in the National AER conference and were able to attend a number of sessions on transition. The next step is to reconvene and assign each task force member specific projects which will help in research and implementation of future steps for transition in Arkansas which will, hopefully, evolve into a well defined state plan for services for those in transition.

CAREERS FOR THE VISUALLY IMPAIRED

May 17, 1986

TO: Parents and Students

FROM: Career Workshop Sponsors:
Division of Services for the Blind
Arkansas Enterprises for the Blind
Arkansas School for the Blind
Educational Services for the Visually Impaired (ASB)
Arkansas Association for Visually Impaired Children and Youth, Inc.
Arkansas Council of the Blind
National Federation of the Blind, Arkansas Chapter
American Foundation for the Blind

DATE: April 10, 1986

SUBJECT: A Special One-Day Workshop for Parents and Students Regarding Careers and Transition to Work/Higher Education

---

Are you interested in career information for the visually impaired? If yes, please mark your calendar to join us Saturday, May 17 for a Special Career Workshop from 9:00 a.m. until 4:30 p.m. at Arkansas Enterprises for the blind, 2811 Fair Park Boulevard, Little Rock, Arkansas. You will have the opportunity to hear visually impaired adults discuss their jobs and the training which led to their employment, as well as teenagers discussing their interests and career plans. Time will be set aside for one-to-one discussions with the presenters.

Frank Simpson, National Consultant on Employment with the American Foundation for the Blind, will be our special guest and will present information on career opportunities and transitioning from school to work or higher education. Oraien Catledge, also with the Foundation, will share career information as well. Susan Chapman, Arkansas Department of Education, will discuss training opportunities for children who are multihandicapped.

Informational sessions for parents of children of all ages are planned, as well as sessions for interested students. The workshop registration form is enclosed, which must be completed and returned by Wednesday, May 5, 1986. We are sorry, but no babysitting is available.

Also, on the agenda is the annual business meeting of the Arkansas Association for Visually Impaired Children and Youth, Inc.

We look forward to seeing you May 17 at Arkansas Enterprises for the Blind. If you have questions regarding the workshop, please contact:

Mary Anne Tomlin	Division of Services for the Blind	371-2587
Bob Brasher	Educational Services (ASB)	371-5710
Sue Nestrud	Arkansas Association for Visually Impaired Children and Youth	664-3670

LUNCH WILL BE PROVIDED

This special workshop is sponsored by the above agencies and organizations with financial assistance from the American Foundation for the Blind, Inc.

CAREERS FOR THE VISUALLY IMPAIRED

REGISTRATION FORM

This is a special one-day workshop for parents and students interested careers for the visually impaired to be held Saturday, May 17, 1986 from 9:00 a.m. to 4:30 p.m. at Arkansas Enterprises for the Blind, 2811 Fair Park Blvd., Little Rock Arkansas.

PLEASE COMPLETE A FORM FOR EVERYONE ATTENDING AND RETURN BY WEDNESDAY, MAY 5 TO:

Mary Anne Tomlin
Division of Services for the Blind
P.O. Box 3237
Little Rock, AR 72203

Name: _____

Address: _____ City: _____

Telephone Number: _____ Zip Code: _____

Please check (x) three of the following of interest to you, as well as placing an A in one additional box which you would choose as an alternate selection.

____ Managerial ____ Computers

____ Communications ____ Sales

____ Agricultural ____ Manufacturing

____ Service/Repair ____ Teaching/Counseling

____ Homemaking ____ Severe/Profound (Multihandicapped)

Please check one of the following. "I best fit the following category":

____ Parent of a visually impaired child (If checked, age of child_____)

____ Professional (teacher, counselor, other _____)

____ Visually impaired student (age____, grade:____)

____ Family member

____ Friend

____ Other:_____

.....NO REGISTRATION FEE

.....FREE LUNCH TO PARENTS, FAMILY MEMBERS AND STUDENTS

.....NO BABYSITTING

Attachment 2

April

Dear

We are pleased that you will be sharing information about your career with visually impaired teenagers and parents of visually impaired children during the Careers For The Visually Impaired Workshop on Saturday, May 17, 1986. It will be held at Arkansas Enterprises for the Blind, 2811 Fair Park Blvd., in Little Rock, Arkansas.

Three forty-five minute sessions have been scheduled during which you will be providing information about your career with small groups of parents and teenagers. The first session will begin at 10:45 a.m. and the third will conclude at 1:30 p.m. There will be a break for lunch.

In your presentation, please include the following information:

-what you do in your present job
-adaptive equipment used in your job
-education and training
-previous work experiences
-how you became interested in your career/why you choose your present job.

Also, include any other information that you feel would be beneficial to a visually impaired child in preparing for and choosing a career. Please allow time during each session for an informal question and answer period.

Information on the workshop is enclosed. Please feel free to attend any sessions that you would like.

Lunch will be provided. Please let us know if someone will be accompanying you so that we can make reservations for lunch. Also, for out-of-town presenters, bus fare or mileage at the rate of .21 per mile will be reimbursed. Cab fare in the Little Rock area will be reimbursed for all presenters.

If you have questions concerning your presentation or the workshop, please contact any of the people listed below.

Mary Anne Tomlin	Division of Services for the Blind	371-2587
Bob Brasher	Educational Services ASB)	371-5710
Sue Nestrud	Arkansas Association for Visually Impaired Children and Youth	664-3670

The workshop is sponsored by Division of Services for the Blind, Arkansas Enterprises for the Blind, Arkansas Association for Visually Impaired Children and Youth, Arkansas Council of the Blind, National Federation of the Blind, Arkansas Chapter, and the American Foundation for the Blind.

We appreciate your participation in the workshop and look forward to seeing you on May 17.

Sincerely,

Program Planning Committee

Workshop Sponsors

/st

CAREERS FOR THE VISUALLY IMPAIRED

NAME:

PRESENT POSITION:

JOB DUTIES:

EDUCATION AND TRAINING:

PREVIOUS WORK EXPERIENCES:

VISION:

DIAGNOSIS:

VISUAL FUNCTIONING (Light perception, read regular or large print, etc.):

PERSONAL JOB SEARCH (How you got your present job):

Will you consent to having parents of visually impaired children or visually impaired teenagers contact you for additional information after the workshop?
Yes _____ No _____
If yes, please include your address and/or phone number.

ADDRESS:

PHONE NUMBER:

PROJECT WORK ABILITY

California

Question: How can a state-level initiative to increase the employability of handicapped high school students effect meaningful transition programs at a local level?

Overview

I. Type of Transition Model:
Work Experience

II. Target Population:
High School juniors and seniors

III. Collaborative Features:
A. Agencies - Public schools, local rehabilitation agencies, California Department of Education and state employment agencies. (See item V below.)

B. Consumers - Students and Parents

C. Private Employers - Business and industry employers cooperate with Work Ability staff

D. National Organizations - not applicable

IV. Local/Municipal Resources:
Local and municipal resources are utilized as appropriate for each Work Ability student.

V. On-going support systems:
A. Community-Local and district school personnel.

B. Administrative - The State Education Department which includes both Special Education and Vocational Education; The State Department of Rehabilitation; and The Employment Development Department signed a Memorandum of Understanding in 1984 which established a state-level system for coordination and collaboration.

VI. State/Local Laws and Regulations:
Project Work Ability is the entity through which certain Federal allocations to the state are utilized, i.e., funds from the Job Training Partnership Act (JTPA).

VII. Funding Sources:
A. Start-up: State funds

B. Continuation: State, local school districts, local state employment offices, local rehabilitation agencies, and federal funds.

VIII. Contact Person:
Ms. Gail Zittel
Program Administrator, Employment Preparation Division
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814-4785
916-324-3643

PROJECT WORK ABILITY

California

Question: How can a state level initiative to increase the employability of handicapped high school students effect meaningful transition programs at a local level?

Answer: Gail Zittel, Administrator with The California Department of Education, and her colleagues representing regular education, vocational education, rehabilitation, and employment development have converted a state initiative into an action plan which currently involves 8,000 disabled high school students in an employment preparation program.

Project Work Ability represents an initiative by the State of California to increase the employability of handicapped high school juniors and seniors through vocational training and work collaboration [March, 1984 - Memorandum of Understanding among the State Department of Education (SDE) which includes both Special Education and Vocational Education; The State Department of Rehabilitation (SDR); and The Employment Development Department (EDD)]. While this formal agreement establishes a state-level system for coordination and collaboration, Project Work Ability focuses on the development of local initiatives with school districts and the business communities throughout California. Project Work Ability was also designed in anticipation of the Job Training Partnership Act (JTPA) as a mechanism for accessing funds.

Planning

Leadership at both the state and local levels is a critical factor in the success of this program. During the initial two years of this project state-level staff were in the position of leadership in selling the concept of Work Ability while local community leaders refined the concept and initiated program efforts. As a result of their initial successes in training and placing students in employment, school district staff, rehabilitation personnel and parents have further developed the essential local leadership and have sustained their enthusiasm. This emergence of local leadership committed to the concept of work as a primary experience is critical to any local initiative.

The administrative staff of Work Ability recognized the need for Project Work Ability when we reviewed the post-school employment status of special education students. One major factor in their lack of ability to access the competitive labor market was their limited access to vocational services while in high school. Statistics from CETA programs also reflected dismal participation by many handicapped adults, another indication of non-participation in the work force.

In California we have at least 18,000 handicapped students that leave high school each year. The rehabilitation and employment personnel are insufficient in numbers to meet the vocational planning and placement needs of this diverse group of high school

students. We knew the schools had many resources and intereated staff. It became clear that we needed to have vocational placement services in the schools available to handicapped students. Our job became one of convincing school districts to work with local community agencies and employers. In 1982 we set up the first local agreement on employment with funds being provided for student stipends.

Programming

Special education teachers are taking on a more active role in training and placing high school students ages 16-22 years in work experience education in private sector sites. The amount of training and time at the actual site varies dependent on each student's needs. Vocational teachers, counselors, and regular education teachers, with the administrative support of superintendents and school boards, are providing other critical transition services. The employer provides on-going supervision which would be provided to any worker. These services are being coordinated with local community agencies, service groups, and businesses. Duplication of services is being identified and eliminated.

Public information on the local project is a critical element. Students and their families can be your best advocates. This brings recognition not only to the local efforts but to the need for employment opportunities for handicapped students. Featuring

local employers in newspaper articles and television spots is particularly effective. We in education need to constantly remind ourselves that employers need qualified workers and that schools can be as a viable source of workers. CETA projects targeted public sector employment, Project Work Ability targets private sector employment.

Involvement of a local school district in Project Work Ability is not automatic. There is an application process which requires the signatures of the superintendent of schools, local state-office director of employment services, and local state-office director of vocational rehabilitation. We also look for signatures of local parents and business groups endorsing the application. When reviewing applications we first look at the documented needs of local students and the ability of the proposed site to dispense stipend payments to students. Critical is the level of involvement of the local business community and how the school will utilize existing staff to implement the project. The actual paid work experience in the community is the primary learning environment around which the application is structured for all students.

Target Population

Project Work Ability is a generic program that includes students with all disabilities. It is geared toward meaningful education through work experiences. Primarily, we place emphasis on students in their last two years of high school. However, students do start at an earlier age if it is determined that they

are potential school dropouts. The program is geared to each student's individual needs. Family involvement is critical with parents providing input.

Currently eight thousand disabled high school students in California participate in Project Work Ability. During the first year 39 students were blind or visually impaired out of approximately 1900 students participating. We realized that we should emphasize the involvement of sensory impaired students. As a beginning, the Los Angeles Unified School District was selected as a site for Project Work Ability targeting only students who are blind or visually impaired.

A teacher of blind and visually impaired students in this district was assigned full-time to Project Work Ability. She works actively with students and local employers to secure after-school jobs. This requires a special emphasis and a need to be aware of employment issues unique to blindness. This teacher, like other teachers, uses employed blind and visually impaired adults as resources. Presently, other districts also have integrated more blind or visually impaired students into Work Ability as the program has expanded.

Summary Comments

We have many individual success stories. During our first year we had an 81 percent success rate which is defined as students

either working or returning to school. Students have increased their self-confidence and their hope for the future as employed adults. Schools are providing work readiness and work experience activities, as well as other support services. The districts can be rural, urban, large, or small and be successful. Teachers, with support from their local administrators and Work Ability staff have taken on new responsibilities as job trainers and job developers. Teachers are using the community and the work-site as a learning/teaching environment. From our experience thus far, it is obvious that we need to modify existing curricula to meet the transition needs of disabled students. We have stressed the development of social and personal skills in all of our readiness activities. This requires an on-going emphasis in the classroom and at home.

It is recommended that support from the state level be secured to initiate and continue a program of this type. While local funds and resources are helpful, state funds are critical to initiate these local projects.

Work Ability is expanding. It is exciting and those involved continue to be enthusiastic. Many more disabled students would become adult workers enjoying the benefits of full-time employment, if they could participate in Project Work Ability.

Excerpted with permission from: Zittel, G. (1985) Project Work Ability: State of California, Journal of Visual Impairment and Blindness, 79.10.

FACTORS IN THE DEVELOPMENT OF RURAL TRANSITION PROGRAMS

Maryland
by
Joyce K. Beam

Question: Is there a comprehensive overview of identified key factors for developing transition programs in rural areas?

Reprinted with permission from Rural Special Education Quarterly 6,4 p. 52-54

FACTORS IN THE DEVELOPMENT OF RURAL TRANSITION PROGRAMS

Maryland
by
Joyce K. Bean

Question: Is there a comprehensive overview of identified key factors for developing transition programs in rural areas?

Answer: Yes, Joyce Beam, from The Charles County Board of Education in Maryland has published such an overview in the Rural Special Education Quarterly.

Factors in the development of rural transition programs

The transitioning of handicapped students from school to adult life has become a national priority. Obstacles to successful transitioning are found mainly in the areas of existing gaps in interagency cooperation, lack of in-school work-related programs, and insufficiency of follow-up services. In addition, problems unique to rural areas confront the disabled person. These problems include: mismatch of curriculum content to life in rural areas; lack of transportation systems; limited employment opportunities; and higher costs of related services as compared to urban areas, due in part to travel requirements and limited personnel resources.

According to a 1984 study by the American Council on Rural Special Education (ACRES), only 14% of rural disabled students who had exited high school were in postsecondary job training programs, while 23% were in integrated employment settings. The largest percentage (63%) were placed in segregated settings such

as sheltered workshops, group homes, institutions, or with parents (Helge, 1984).

Unfortunately, only 58% of the rural communities surveyed had a job training program designed for disabled post-secondary students. "These findings serve to emphasize the serious significant national problems related to transition from school to working life for rural students with disabilities" (Helge, 1984, p.2).

In an attempt to explore solutions to problems in developing rural transition services, a more comprehensive definition of transition including the areas of leisure, housing, and personal-social skills must be employed. Emphasizing these skill areas in school-based settings will facilitate transition and help to ensure a productive adult life. Presenting skills related only to success in the employment area does not ensure that daily living and survival skills will be mastered (Edgar, 1985).

Curriculum content

Reviewing the past fifteen years, much attention has been focused on appropriate content curriculum for disabled youth. The need for functional academics, career education, and vocational education has been emphasized. Many advocates of the career education approach recognize the similarities between the

transition approach and sound curriculum leading to independent and satisfying lives for the disabled (Brolin, 1985).

Rural secondary programs must adopt, if they have not done so already, the philosophy of career education, vocational training, and work-related experiences for young adults. Transition programs should be attuned to the specific needs of clients in their rural setting. Key components of such a program would include:

- Identifying competencies needed for success in the rural setting
- Matching the secondary school curriculum to available employment opportunities
- Identifying adult service providers and incorporating the "how to" of accessing services for parents and students into the school program.
- Implementing a work program which uses placements within the community vs. those simulated in school experiences
- Conducting instruction whenever possible in community-based settings.

Results from a study by Hasazi, Gordon, and Roe (1985) indicate that educational and vocational experiences do influence employment status following graduation or exit from school. The study's findings support the inclusion of these components in students' IEPs, and subsequently, their individualized transition plans.

Collaboration of resources

The responsibility for ongoing transitional and supportive services extends beyond the public school to include other adult service providers. Coordinated efforts among rehabilitation services, social service agencies, day programs, vocational training facilities, and transportation providers are essential, particularly in sparsely populated areas. This cross-agency planning and cooperation is an effective management vehicle for responsible fiscal programming (Greenan, 1980; La Cour, 1982) and reduces costly duplication of services.

Although federal legislation has actively advocated the development of formalized cooperative agreements, the impact of agreements which currently exist may have little or no effect on local planning. Attitudinal barriers and differences in definitions and funding priorities among agencies severely inhibit cooperative transition efforts. With the premise that individual transitional planning efforts commence for handicapped youth at ages 14-16, cooperation among agencies becomes a critical issue.

In areas where formal or informal agreements have been explored, a local coordination team may be established to explore the transition issue. Representatives from the previously mentioned service providers, public schools, parents, and employers should aggressively explore the issues facing disabled adults in the community. Emphasis should be placed on information exchange in

the areas of services provided, eligibility requirements, and individualized planning procedures of the respective agencies (Wehman, Kregel, and Barcus, 1985). A productive outgrowth of this exchange would be the eventual development of formalized cooperative agreements detailing parameters of service delivery. Development of such a team should enhance the quality of services provided and reduce the gaps presently experienced by clients and parents pursuing adult services.

Business/industry/citizen advocacy

Deinstitutionalization has had a profound effect on our communities. Handicapped adults who previously resided in institutions are returning to their homes or community group residences. While the intentions and outcomes of persons advocating this movement are beyond reproach, there has been serious neglect in cultivating awareness and involvement among potential employers and the community at large regarding these new community members. Employers lack information regarding the potential of the disabled as workers and incentives for hiring the handicapped. Businesses and employers in general need to see themselves not only as potential employers of the handicapped, but as a contributing part of community-based instruction with the local education agency. The involvement of employers on a local coordination team will facilitate exchanges of information and enhance the acceptance of disabled adults within the community both as employees and as consumers.

Trends in future employment opportunities will create new opportunities for the disabled. The number of workers employed in the manufacturing industry has decreased, while the number of workers in service occupations continues to rise. It has been predicted that by 1995 there will be 28.5 million people employed in service occupations. Only 22 million workers will be in the manufacturing industries. A case in point -- McDonald's Corporation now employs more workers than United States Steel. In many instances, these "trends" already exist in rural areas, where small businesses and service are the sole employers.

The disabled adult of tomorrow must be prepared for careers in the service industry. Careful study of local needs should be undertaken to determine specific vocational training skills to be taught. The employment community should not be encouraged to hire disabled adults out of a sense of charity. Through increased public awareness and education, employers may learn to view the disabled as a viable alternative to fulfill their employment needs.

Family input and support

The involvement and active participation of parents in the transition process cannot be overlooked. Frequently, parents and/or guardians are confused concerning adult services for their young adult. There is a need to review with parents the services available as well as the criteria for these services. Involving

adult service providers in annual admission, review, and dismissal (or IEP) meetings will assist parents and educators in planning the individual transition plan prior to school exit. There remains a need to educate parents in viewing their handicapped child as a productive working adult. Many parents are not aware of the employment potential of the disabled and are fearful of the child learning or working in a community-based setting. Social Security Insurance and Social Security Disability Insurance are seen by some parents as reasons not to participate in career-based training curricula. Threat of loss of funds may outweigh the potential benefits of competitive employment.

One solution to these problems is the development of parent support groups. Information concerning transition and employment goals should be presented to the parent by the time the student reaches 16 years of age. Content of the parent education activities should be based on problems and concerns identified through needs assessment activities (Wehman, Kregel, and Barcus, 1985). By the time a handicapped student reaches adolescence, parents should be aware of services and curriculum emphasis within the school setting leading toward successful transition.

Parents visits to existing day programs and group residential homes should be encouraged. This process may alleviate some misconceptions and fears of parents concerning adult service providers. This firsthand experience and information gathering

should assist parents in actively participating in the development of their child's transition plan.

Summary

Rural and urban areas are facing the transition issue as our disabled youth exit the public school system. Productive adult life for the handicapped and the creation of positive attitudes by the community towards these adults are common goals in all geographic locations. The disabled youth or adult in a rural area faces problems which must be addressed at the local level. Specific questions need to be addressed by education, business and parent, and citizen groups, and a needs assessment should be developed to aid in the transition process. Possible avenues for improved service delivery need to be explored as a collaborative community effort.

The following areas need particular attention and should be fully explored before transition programs are implemented:

- Does the school curriculum realistically prepare the student for adult life in this community in terms of leisure, housing, and employment?
- Are there existing vehicles for cooperative service delivery by adult service providers?
- Who is responsible for follow-up services to both the disabled adult and the individual's family?
- Have community members been made aware of the needs of the

disabled adult in the areas of employment, housing, leisure, and personal-social experiences?

. Have parents been provided the necessary information to assist the student and adult in identifying transition needs and subsequently developing the transition plan?

Disabled youths and adults will face many unforeseen challenges as they exit the school program. We as service providers must develop transition programs with realistic goals and coordinated community services to assist them in reaching their full potential. The future holds promise for the disabled if we can overcome existing barriers to a fully mainstreamed adult life. This is the challenge facing advocates of the handicapped.

Reprinted with permission: Beam, J.K. (1986) Factors in the Development of Rural Transition Programs, Rural Special Education Quarterly, 6,4 p. 52-54.

COMMENTS
by
Simpson, Huebner, and Roberts

The factors which challenge us in the provision of transition services for handicapped students in rural areas are magnified for rural youngsters who have a low-incidence disability such as blindness/low vision. Therefore, Beam's article is particularly relevant. The five identified key components of an effective transition program for rural students are critical for blind/visually impaired students. The last two -- implement work program placements within the community instead of simulated experi-

ences, and conduct instruction in community-based settings -- support traditionally recommended teaching strategies to effect meaningful learning experiences for blind/visually impaired students. It is through realistic experiences which take place in natural settings that blind/visually impaired students can not only learn concepts and skills but also, and perhaps most importantly, recognize when, where, and how to transfer what they have learned to new situations.

Beam's article further confirms the need for transition teams, individual transition plans, collaboration, employer and parent involvement and self-help groups. Transition is a process of living and therefore participation in the process by all available resources, organizations, and individuals must be aggressively sought, encouraged, and maintained.

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COMMUNITY-BASED TRAINING: A COMPONENT OF CAREER EDUCATION FOR DEAF-BLIND YOUTH

Massachusetts

Question: Have you ever wondered if, and if so, how a residential school for the blind developed and implemented a career education/work experience program within the community?

Overview

I. Type of Transition Model: Community-Based Work Experiences

II. Target Population: Deaf-Blind Adolescent Students of Residential Schools

III. Collaborative Features:

A. Agency: Perkins School for the Blind

B. Consumers: Deaf-Blind Residential School Adolescents

C. Private Industry: Restaurants
Cemetery Greenhouse
Bank
Bakery
Hotel
Racquetball Club
Commercial Laundry
Catering Service

D. Adult Service Agency: Massachusetts Commission for the Blind: As students have graduated or "aged out" of the educational program, Perkins vocational and transitional staff have worked closely with staff from the Massachusetts Commission for the Blind (MCB) to assist students to find and maintain jobs in their home areas.

IV. Local/Municipal Resources: Chambers of Commerce are a frequent source of business listings within the student's home area. Many deaf-blind students are unable to safely utilize public transportation. Within the Metropolitan Boston area the Massachusetts Bay Transportation Authority (MBTA) has initiated a specialized service called "The Ride" which provides door-to-door transportation for those not able to use the regular public transit system.

V. On-Going Support Services: Provided by vocational instructors to students on-site while still involved in vocational training. MCB is responsible for providing continued support after client is employed full-time.

VI. State/Local Laws and Regulations: U.S. Department of Labor; State Department of Labor.

VII. Funding Sources: Start-up: U.S. Department of Education, Special Education Department.

Continuation: Included in general tuition.

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COMMUNITY-BASED TRAINING: A COMPONENT OF CAREER EDUCATION FOR DEAF-BLIND YOUTH

Massachusetts

Question: Have you ever wondered if, and if so, how a residential school for the blind developed and implemented a career education/work experience program within the community?

Answer: Betsy McGinnity, the Vocational Coordinator, and her colleagues in the Deaf-Blind Department at Perkins School for the Blind, have developed and implemented Project Advance. Through the efforts of all individuals involved, including the students, twenty-six deaf-blind adolescents are working part-time in community-based work sites.

Introduction

Since 1980, Project ADVANCE, an innovative vocational model project has been providing vocational training to a group of deaf-blind adolescents at the Perkins School for the Blind in Watertown, Massachusetts. It is funded by the United States Department of Education, Office of Special Education. In order for these students to effectively make the transition from school to work, the training that occurs during the students' formal education must be practical and prepare them for real job options; and the planning must include the schools, the students, the parents and adult service agencies.

Legislation and the acceptance of the concept of normalization have changed our expectations of what these students will do as adults. Now, as the "rubella wave" students prepare to leave the educational environment, they and other deaf-blind youngster need appropriate work and living options.

Our experience with deaf-blind students has proved to us that they are capable of learning a great deal. The major obstacle students faced in the past, in developing appropriate work behaviors and attitudes, was that the training occurred outside of the actual work setting. The performance expectations for the students consequently were those of the teacher not of the employer. Therefore, Project ADVANCE opted to develop a variety of community-based training sites.

Project Advance

Currently Project ADVANCE is serving twenty-six deaf-blind adolescents in fifteen different work sites. These work sites can be loosely categorized into four different vocational options: competitive; student operated small business; sheltered enclave within industry; and sheltered employment. Within each option the skill level and degree of independence required vary greatly. But, in general terms, the more competitive the option, the more demanding the requirements.

Project ADVANCE training has three phases. The initial phase involves active training on job tasks and work behaviors, and helps the student set up functional relationships with the people in the work place. During this time the teacher is on site working with the student and co-workers. The intermediate phase requires that the teacher become less directly involved with the student but be available to intervene and assist with problem

situations. A major focus of this phase is to transfer supervisory responsibilities from the teacher to the employer/supervisor. In the final phase the teacher's main function is to provide follow-up and assist the employer, co-workers and students in working through problems at the work site.

Competitive Work Sites

Of the 26 students in Project ADVANCE, 65 percent receive vocational training in a competitive setting. With this option, after a training period, the student works independently at the work site. Daily supervision is primarily the responsibility of the employer. Students work part-time (3-15 hours a week) performing the job responsibilities listed on the following chart.

In some settings the students earn the minimum wage or more while in other businesses the students qualify for a Special Worker's Certification. Their wages are based on their own production and take into account their versatility and any necessary modifications in job responsibilities which they may require.

Project ADVANCE is involved with only a small aspect of career education, that is, to offer deaf-blind students the opportunity to explore and experience paid employment on a part-time basis while they are still in school.

Part-Time Job Responsibilities

Job Title	Type of Business
Food Preparer *	Soup & Salad Restaurant
Service Personnel *	Fast Food Restaurant
Greenhouse Laborer	Cemetery Greenhouse
Coin Teller/File Clerk *	Savings Bank
Food Preparer	Restaurant
Laundry Worker	Restaurant
Baker's Assistant	Industrial Bakery
Dishwasher *	Racquetball Club
Locker Room Maintenance Worker *	Racquetball Club
Laundry Worker *	Commercial Laundry
Food Preparer	Catering Service

Notes

Minimum wage *

Student Operated Business

The student operated business is based on the principles set forth by Minnesota Diversified Industries and other industries for the handicapped. It provides janitorial services, i.e., cleaning hallways and staircases of apartment buildings and picking up litter and debris on sidewalks. The students are supervised by project staff and perform many aspects of the job independently. The teacher provides quality control and supervises high risk situations, i.e., collecting litter in heavily traveled areas. Some of the students assist in ordering supplies, managing student payroll and billing. The six students who are employed in this business (2 hours a week) earn the minimum wage.

Industrial Enclave

One work placement, an industrial bakery, qualifies as a sheltered enclave within industry. Five students are employed as production assistants. Although they perform fewer job functions than other employees with the same job title, the students work in the same production area. These students qualify for Special Worker's certification and earn 50 percent of minimum wage.

Sheltered Workshop

Lastly, seven project students work in three area sheltered workshop/work activity programs (4-8 hours a week). After an initial training period students work independently at the

worksite and supervision is primarily the responsibility of the workshop staff. Students are paid at piece work rate.

In many instances students work at more than one job and get experiences in different vocational options. There is a temptation simply to say that the most capable students (by educational standards) are the most successful in competitive job settings. However, there are too many exceptions to validate this concept since the work requirements, from both interpersonal and production perspectives, vary significantly across both sheltered and non-sheltered work environments. For example, competitive placement in a very small business may require that a student interact with only one co-worker while a sheltered workshop setting could require more numerous interactions with co-workers.

Social Skills and Employer Relationships

Success as a student does not ensure success as an employee. Employers state clearly that people most often lose jobs not because they lack skills but rather because they have poor work behaviors and attitudes. Since most of the jobs we have accessed are entry level, unskilled or semi-skilled positions, the students have learned the job tasks rapidly. Generally, instructors train the students on site in specific skills, e.g., to operate the industrial dishwasher or to cut lemons. Tasks are broken down into small steps to facilitate learning. The real

focus of the training is on communication, problem solving, resolving conflicts and learning to be flexible. Project ADVANCE teachers work with co-workers and employers on these issues almost as much as with the students. For both groups the real key to success is in learning to deal with each other.

Communication Skills

For co-workers and employers the initial training period can be uncomfortable. Establishing effective methods of communicating with the students is a major hurdle to be overcome in alleviating the awkwardness. The form that communication takes is highly individualized. Note writing, manual alphabet, sign language, adaptive hearing aids, gestures and writing in the palm are some of the methods used.

Summary

During the course of the project students have developed positive perceptions of themselves as capable, productive wage earners. In fact, most of the people who interact with them at school, work, and home view them as more than just "students". These students are rapidly approaching adulthood, and there are viable vocational alternatives that should be made available to them. A small percentage could be employed competitively if appropriately trained on the job. The majority of these students will continue to need some support after the age of twenty-two if they are to locate a new job or require re-training. Transportation will

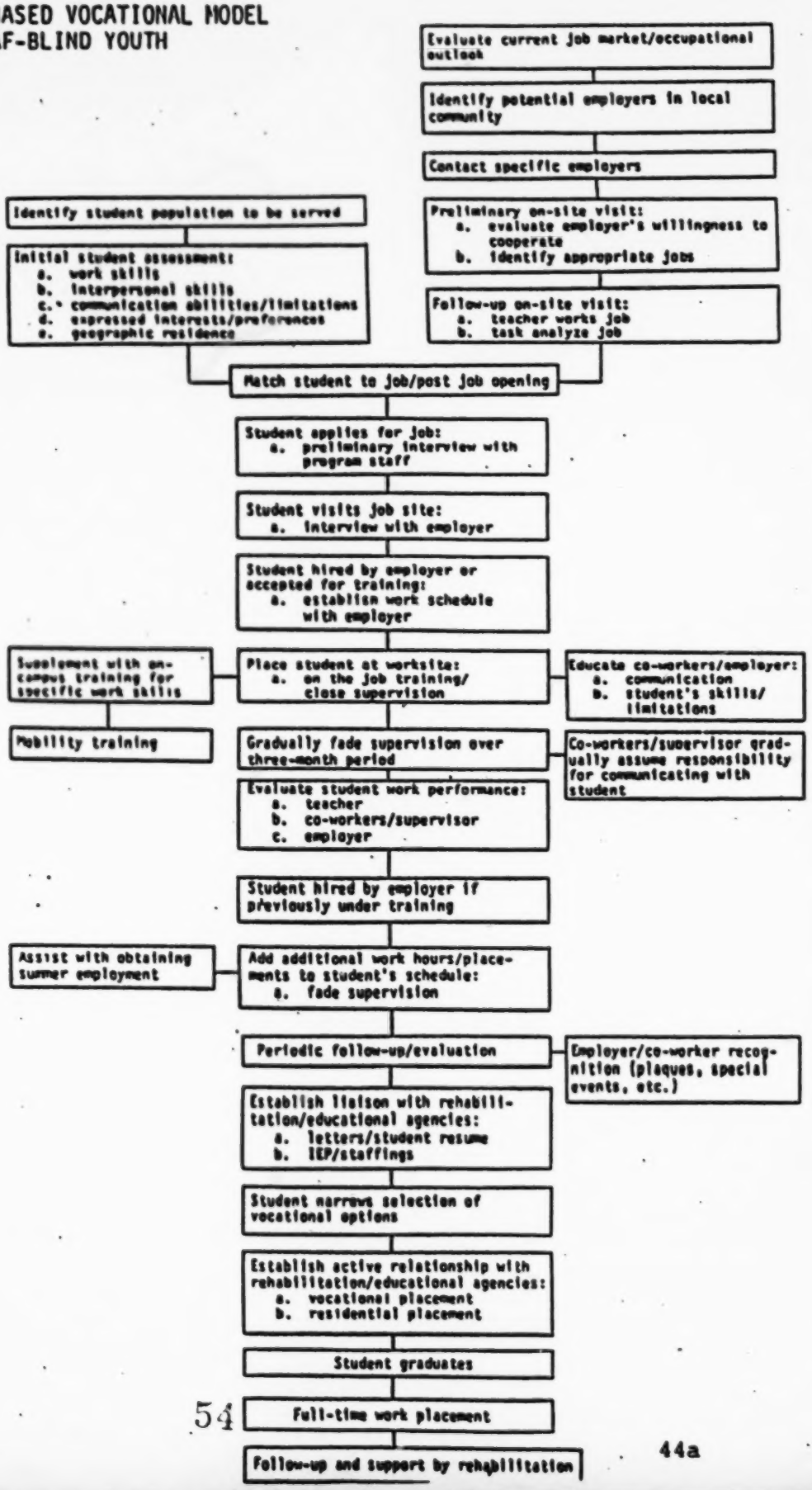
often continue to be a problem and solutions will have to be individualized.

The majority of the deaf-blind students will need a more sheltered option. Sheltered workshops may be appropriate for some, but certain competitive jobs, client-run businesses, and sheltered enclaves within industry are also possible work options. The major focus of a community-based vocational program is the provision of all these options to deaf-blind students. The chart on the next page presents the steps followed in Project ADVANCE to help students achieve skills which will enable them to work full-time after they leave school.

This article is excerpted with permission from:

McGinnity, B.L. (1985). Community based training. Journal of Visual Impairment and Blindness, 79, 466-467.

COMMUNITY-BASED VOCATIONAL MODEL FOR DEAF-BLIND YOUTH


Evaluate current job market/occupational outlook
Identify potential employers in local community
Contact specific employers
Identify student population to be served
Preliminary on-site visit:
a. evaluate employer's willingness to cooperate
b. identify appropriate jobs
Initial student assessment:
a. work skills
b. interpersonal skills
c. communication abilities/limitations
d. expressed interests/preferences
e. geographic residence
Follow-up on-site visit:
a. teacher works job
b. task analyze job
Match student to job/post job opening
Student applies for job:
a. preliminary interview with program staff
Student visits job site:
a. interview with employer
Student hired by employer or accepted for training:
a. establish work schedule with employer
Supplement with on-campus training for specific work skills
Place student at worksite:
a. on the job training/ close supervision
Educate co-workers/employer:
a. communication
b. student's skills/ limitations
Mobility training
Gradually fade supervision over three-month period
Co-workers/supervisor gradually assume responsibility for communicating with student
Evaluate student work performance:
a. teacher
b. co-workers/supervisor
c. employer
Student hired by employer if previously under training
Assist with obtaining summer employment
Add additional work hours/placements to student's schedule:
a. fade supervision
Periodic follow-up/evaluation
Employer/co-worker recognition (plaques, special events, etc.)
Establish liaison with rehabilitation/educational agencies:
a. letters/student resume
b. IEP/staffings
Student narrows selection of vocational options
Establish active relationship with rehabilitation/educational agencies:
a. vocational placement
b. residential placement
Student graduates
Full-time work placement
Follow-up and support by rehabilitation

ROYAL MAID COLLABORATES

Mississippi

Question: How can a variety of state and local resources be mobilized to increase the independence and employability of legally blind youth and adults?

Overview

I. Type of Transition Model:
Three models: Satellite Workshop, Vocational Orientation and Experience (VOE-PRO) and Group Home Services

II. Target Population:
Legally blind and multihandicapped adults

III. Collaborative Features:
A. Royal Maid Association for the Blind; Ellisville State School for the Mentally Retarded; Hudspeth Retardation Center; the Mississippi Vocational Rehabilitation for the Blind; Mississippi Employment Services; and the Copiah Lincoln Junior College all cooperated to develop and sponsor various components of the three models.

B. Consumers - Involved in all program components.

C. Private Employers - Students with VOE-PRD are placed with local employers.

D. National Organization - National Industries for the Blind.

IV. Local/Municipal Resources - Involved, as needed, for individual clients.

V. On-going Support Systems:
A. Community - As appropriate for individual clients.

B. Administrative - Agencies listed in III.A. will continue to collaborate on the three models.

VI. State/Local Laws and Regulations:
All clients must be referred by the Mississippi Vocational Rehabilitation for the Blind. VOE-PRO participants must be certified as eligible for Job Training Partnership ACT (JTPA) funds by the Mississippi Employment Services

VII. Funding Sources:
A. JTPA funds; Ellisville State School; Royal Maid; Hudspeth Retardation Center; HUD funds; Mississippi Vocational Rehabilitation; and Developmental Disability Funds have all contributed to the present programs.

B. Royal Maid and Ellisville State School will continue support and will seek other funds as necessary.

VIII. Contact Person:

Mr. Billy Sparkman, Director
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ROYAL MAID COLLABORATES

Mississippi

Question: How can a variety of state and local resources be mobilized to increase the independence and employability of legally blind youths and adults?

Answer: The Royal Maid Association for the Blind has demonstrated the feasibility of collaborating with other agencies to meet the assessed needs of legally blind youth and adults.

The Royal Maid Association for the Blind, Inc., has taken the lead in collaborating with several other agencies to develop three model projects: A Satellite Workshop Program; Group Home Services; and the Vocational Orientation and Experience Program. After the Satellite Workshop Program was initiated in 1979, other unmet needs were identified and the two other programs were developed.

Satellite Workshop Program

In 1979, Ellisville State School for the Mentally Retarded had identified and verified through vocational evaluations that a number of residents who were legally blind had the potential to develop work skills. As a state retardation center, Ellisville State School provided all medical, housing, transportation, therapy,and food services needed by residents. The missing element was a work program. Rather than establish its own production and marketing system it chose to join resources with Royal Maid.

Royal Maid, as a sheltered workshop for the blind doing government contract work through the Javits-Wagner-O'Day Law, is required to have at least 75% of the hours spent in direct labor performed by workers who meet the federal definition of legal blindness. Establishing a work activity center at Ellisville State School added additional hours of labor toward insuring compliance with the 75/25 requirement. But, Royal Maid could not financially afford nor did it possess the expertise to establish the network of support services needed to meet the needs of the severely impaired blind people targeted to receive the work activity center services.

The combination of resources was a natural and necessary act required to make needed services available. As its contribution, Ellisville State School made available staff positions, buildings and maintenance services, all of which it would have incurred anyway, along with the myriad of professional services provided by the center. Royal Maid provided wages and fringes for the workers, manufacturing equipment and materials, marketing techniques, and administrative expertise.

As the program grew, a larger facility was needed. At this time, Mississippi Vocational Rehabilitation for the Blind was approached by Ellisville State School and Royal Maid to request an establishment grant to renovate an old dormitory ward. This partnership resulted in a modern industrial facility to house the

approximately 40 work activity center workers.
On campus two programs, one serving deaf-blind youth through age 21 and the other providing evaluation services for multihandicapped blind people, requested and received services from the work activity center. Both programs felt their residents needed exposure to an actual work setting in order to evaluate and develop work skills.

In 1985, Hudspeth Retardation Center identified approximately 25 residents who qualified for work activity center services. Again, Royal Maid combined resources and initiated a second work activity center along the same pattern as the Ellisville center. Currently, there are eleven workers in this program.

Right to Succeed--Group Home Services

After the Satellite Workshop Program was underway it became evident that several residents had advanced beyond the work activity center level and could progress to the main Royal Maid facility in Hazlehurst. But, while work skills had progressed, these residents did not possess independent living skills which would allow them to function within a dormitory or residential living program. A group home service had to be developed.

Ellisville State School and the State Department of Mental Health through the Developmental Disabilities Program leased a home within the Hazlehurst community. Developmental Disability funds

and client rental fees covered the costs for rent, utilities, and food for the home. Ellisville State School made staff positions available to provide houseparents to supervise the program and Royal Maid provided the on-site supervision. The first home served six developmentally disabled legally blind adult males and proved very successful. Even with the severity of handicaps faced by this population, several of the residents gained the independent living skills required for the community and moved into housing with only minimal or no routine assistance.

In 1982, a group of concerned individuals from within the human services field identified a need for additional group homes in Mississippi. Part of this identified need was to upgrade the group home for males in Hazlehurst and to establish a group home for females. This group became incorporated as Right to Succeed, a private non-profit organization, and applied for a HUD loan. In 1984, the sites were selected and purchased, and the homes were constructed. Community donations were solicited to furnish the homes and tenant rents combined with Section VIII Rental Subsidy through HUD covered the mortgage payments and utility costs. Commodity foods and food stamps helped with meal cost and Developmental Disability funds were used to lease a vehicle and pay operating costs. The Hudspeth Retardation Center took over the coordination and staffing of the two Hazlehurst homes, known as Alpha I and II. Indirectly, Mississippi Vocational Rehabilitation for the Blind training fees paid to trainees at Royal

Maid, helped to provide the tenants with funds to pay their rent which is based upon a formula developed by HUD.

The Alpha Home program serves six males and six females all of whom are legally blind developmentally disabled adults.

Vocational Orientation and Experience Programs

For legally blind persons who live in the community and who need a boost in self-confidence and in labor-market skills an adult education program was organized. The Vocational Orientation and Experience Program (VOE-PRO) combines the resources of Mississippi Vocational Rehabilitation for the Blind, Mississippi Employment Services, Copiah Lincoln Jr. College, and Royal Maid to provide a three-month program designed to give clients on-the-job work experience, employability/life skills, and basic related studies. The program utilizes JTPA funds, channeled through Copiah Lincoln Jr. College, to provide an instructor/ placement counselor, classroom equipment, training materials, and coordination of hands-on experience training. All clients must be referred by the Mississippi Vocational Rehabilitation for the Blind to Royal Maid for rehabilitation services and must be certified by JTPA as eligible by the Mississippi Employment Services.

The following curriculum is offered with each client selecting the work experience area(s) which best meets his or her needs:

I. Work Experience Areas

A. Cafeteria Employee
B. Maintenance Operator
C. Custodial Service
D. Warehousing Operations
E. Vehicle and Motorized Equipment Maintenance
F. Office Skills
G. Dormitory (Hotel) Supervision and Maintenance
H. Aide to the Handicapped (Supervisory Skills)
I. Recreational Services
J. Production Line Skills

II. Employability/Life Skills

A. Career Planning Skills
   1. Personal assessment
   2. Career information
   3. Career decision

B. Job Seeking Skills
   1. Job hunting
   2. Resume
   3. Cover letters
   4. Completion of job application
   5. Interviewing (role playing)

C. Job Effectiveness Skills
   1. Job attitude
   2. Job success
   3. Personal economics

III. Basic Related Studies

A. Basic Reading
B. Basic Math

The overview format is not appropriate for this activity. However, the contact person is:

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AGREEMENT OF COOPERATION

Nebraska

Question: Is there a state transition team that has developed and implemented a state-wide transition agreement?

AGREEMENT OF COOPERATION

Nebraska

Question: Is there a state transition team that has developed and implemented a state-wide transition agreement?

Answer: Yes, Nebraska! Mark Demuth, chairperson of the team offers suggestions.

Agreement of Cooperation

An exchange of information between the state transition teams of Nebraska and Pennsylvania led, within six months, to the completion and implementation in Nebraska of an Agreement of Cooperation between the Nebraska Department of Education (NDE) and the Department of Public Institutions, Division of Rehabilitation Services for the Visually Impaired (SVI). The Pennsylvania transition team brought a copy of its state's cooperative agreement to the National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped, sponsored by the AFB Collaborative Planning Transition From School to Work project, in January, 1986. The Nebraska Transition Team asked for a copy which they took home as an example of the kind of agreement they hoped to have in their state.

While the Nebraska team was at the Institute it developed an Action Plan in which one goal was to: "Improve Communication in order to assist all visually impaired individuals through formalized interagency agreements to culminate in a state-wide

transitional plan." Back at home the team reviewed the Pennsylvania agreement and rewrote it seven times during negotiations with the two cooperating state agencies, NDE and SVI. In June representatives of these two agencies signed the Agreement of Cooperation which went into effect August 1, 1986.

The chairman of the Nebraska Transition Team, Mark Demuth, Consultant in the NDE, in thinking of other states that want to develop collaborative state transition agreements, suggests: that everyone "bring all the cards to the table at the beginning-...because holding back concerns or issues slows the process." That the people involved "agree to disagree--stay away from philosophy battles that...will not be solved by the agreement; don't attempt to change anyone's mind." The suggestions illustrate the advantage of finding areas of agreement and using them as first steps in an action plan.

The Nebraska Transition Team has established goals for dissemination of information about the Agreement of Cooperation and its implications so that the effective date will not be a mere note on the calendar. The Agreement of Cooperation follows.

AGREEMENT OF COOPERATION
between the
DEPARTMENT OF EDUCATION
and the
DEPARTMENT OF PUBLIC INSTITUTIONS
DIVISION OF REHABILITATION SERVICES FOR THE VISUALLY IMPAIRED

This Inter-Agency Cooperative Agreement is made this first day of August, 1986, by and between the Department of Public Institutions, Division of Rehabilitation Services for the Visually Impaired, hereinafter referred to as RSVI, and the Department of Education, hereinafter referred to as NDE.

WHEREAS, the administrative agencies of the state have the responsibility to develop practical and efficient means for coordination of their work; and

WHEREAS, the two agencies welcome the opportunity to cooperate with each other to fulfill their individual interests and responsibilities with respect to the maximum independence and effectiveness of visually impaired and deaf-blind individuals; and boundary overlaps are to be resolved in the interest of the individual being served; and the spirit of cooperation rather than the letter of rights and responsibilities should always prevail with the interst of the individual upper most; and

WHEREAS, there presently exists no agreement between the two agencies and whereas their needs to be close coordination of services to assist visually imparied and deaf-blind students in a smooth transition into Rehabilitation Services from RSVI;

IT IS THEREFORE AGREED BETWEEN THE PARTIES AS FOLLOWS;

I. PURPOSE

The primary purpose of this agreement is to outline the responsibilities and activities of the agencies represented in order to coordinate the programs and services available to visually impaired and deaf-blind birth to age 21 individuals. This pupose shall be accomplished by:

A. Encouraging and assisting RSVI and NDE in working together, on an individual case basis, during all phases of student/client service.

B. Providing encouragement to RSVI and NDE for cooperation in the development of combined programs.

C. initiating and monitoring the recommended services that are mutually agreed upon.

D. Assuring a continuity of educational planning and formalized rehabilitation services to prepare the student client to enter their chosen vocation.

E. Providing direction to RSVI district offices, school districts and other agencies for the implementation of this agreement.

F. Identifying gaps in the service system that prevent the timely transition from school to the workplace and developming programs on both an experimental as well as permanent basis that would effect that transition.

II. RESPONSIBILITIES AND ACTIVITIES OF THE DEPARTMENT OF PUBLIC INSTITUTIONS, DIVISION OF REHABILITATION SERVICES FOR THE VISUALLY IMPAIRED

RSVI is a governmental entity whose activities are oriented to assisting visually impaired and deaf-blind individuals to achieve the maximum of effectiveness in dealing with their environment: physical, social, personal, and vocational.

A. Services are devised and provided on an individualized basis, taking into account all relevant circumstances that affect the individual, including age, location, visual condition, abilities and disabilities.

B. RSVI works with the individual, family, school and other community ties evolving a plan of action to identify and realize a life goal, including, when appropriate, a vocation.

C. In the period of life prior to the meaningful identification of a vocational goal, RSVI cooperates with the family, the school and other community entities to provide counseling and training services that will maximize the visually impaired and deaf-blind individual's ability to cope effectively with their environment. This includes counseling with families, consulting with schools, and, when requested or when the services are not otherwise available, provide training in mobility and other alternative skills for dealing with the environment.

D. When the individual is approaching an age when the identification of vocational pursuits becomes part of the educational process, RSVI can, upon request, provide early career exploration, vocational choice and career

planning services to individuals, either in a school setting or otherwise.

E. At or near the time of completing a secondary education program, RSVI can undertake formal processes for determining eligibility for vocational rehabilitation services. In the event the individual is determined to be eligible, an Individualized Written Rehabilitation Program (IWRP) will be completed, detailing the services to be provided toward the achievement of the identified vocational goal. Financial assistance may be available to students pursuing a post-secondary educational program.

III. RESPONSIBILITIES AND ACTIVITIES OF THE DEPARTMENT OF EDUCATION

A. Special Education Office

1. To maintain a count of students birth to 21 years of age who by reason of their physical defects (i.e., a visual or combined visual and hearing disability), are unable to attend regular public school classes without assistance, are not physically adapted to hold full-time membership in regular school facilities, or who, in order to profit from regular school instruction, need facilities and procedures not available in the regular public school classes attended by physically normal children.

2. To assure a free, appropriate public education program in accordance with federal and state law and regulation.

3. To provide for the effective and efficient delivery of the program through the provision of: direct support services to educators of the visually handicapped; coordinated in-service training programs in conjunction with the NDE Learning Resource Center for the Sensory Impaired (LRCSI) and Nebraska School for the Visually Handicapped (NSVH) for teachers and other appropriate school personnel serving the visually handicapped, and parents; appropriate materials through the LRCSI; informal assessment of visual handicaps and technical assistance when requested which consists of: monitoring verification; assisting school districts in developing and providing appropriate educational programs; assisting school districts in locating alternative educational placements if the district is unable to provide an appropriate educational program; demonstrating teaching techniques; and,

assisting in identifying other appropriate resources.

B. Nebraska School for the Visually Handicapped

Service provided to students attending NSVH may include:

1. Pre-vocational training in Industrial Arts, Homemaking and Business Education;

2. Classes in mathematics, laboratory sciences and other prerequisities for college entrance for pupils needing more intensive instruction than may be available in the local district;

3. Activities in independent living, cooperative vocational instruction and career education;

4. Facilitation of the shcool-to-work transition process; and

5. A plan for transition into each pupil's secondary educational program.

IV. RESPONSIBILITIES AND ACTIVITIES OF BOTH AGENCIES

A. Interagency Referral and Referral Information

The NDE shall refer to RSVI the names of school districts who by Verified Child Count have students with verified visual impairments.

Information packets will be disseminated to the above named school districts in like numbers, including transition activities, NDE Special Education Office, DPI Rehabilitation Services for Visually impaired and Nebraska School for the Visually Handicapped information.

The parents or guardians of the individual student/client has the opportunity of completing the referral card to obtain further information.

Any mutual exchange of information between the respective agencies (RSVI district offices, school districts and other agencies) shall be identified as confidential in keeping with each agency's policy and shall not be borwarded without the expressed written consent of the indiviudal or his/her parent or guardian (if the student/client is a minor).

RSVI will forward a detailed written response (white

case) to the respective school districts regardless of the outcome of the referral.

If RSVI is unable to provide services, it will specify the reasons and list alternative service providers, when possible. If RSVI is able to provide services, the school districts and RSVI may arrange an informative meeting to orient the referred individual and parent or guardian to available services from both agencies.

Referral shall be provided without regard to race, sex, religion or disability.

B. Education/Rehabilitation Individualized Plan/Program

The Individual Education Plan (IEP) shall conform to requirements as prescribed in statute, rule and procedure.

The Individualized Written Rehabilitation Program (IWRP) shall likewise conform to the requirements governing its development and implementation.

No later than the final school year of a client/student, the RSVI Vocational Rehabilitation Counselor shall develope a suitable IWRP implemented upon termination of school program (with input from the referring agency) which shall specify the services, the financial participation of individuals and their families (when appropriate) and the person or facility responsible for providing the services.

When services are being provided simultaneously by RSVI and the school district, close coordination and cooperation among both parties will be essential.

C. Implementation of the Agreement

A State Transition Team shall be formalized to implement this agreement.

In-service training of staff of both agencies shall be conducted, as needed, to achieve full understanding of this agreement and to further develop sound working relationships.

V. AMENDMENTS

Either parties to this agreement may initiate amendments to the Agreement. Such amendments will become part of the Agreement upon the signature of both parties.

VI. EFFECTIVE DATE AND TERM

The Agreement shall be effective on August 1, 1986, or at such later date on which all necessary signatures to this agreement have been obtained and shall be reviewed by September 30th of each year.

VII. TERMINATION

Either party may terminate this Agreement by giving at least sixty (60) days written notice to the other party.

DEPARTMNET OF EDUCATION

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LEGAL COUNSEL

GARY M. SHERMAN, DIRECTOR
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DEPARTMENT OF PUBLIC INSTITUTION

YOUTH IN TRANSITION, INC.

Nevada

Question: Has any state transition team developed a state-wide system for the inclusion of transition advocates as participants in the IEP process?

Overview

As indicated in the following article, the activities of the Nevada Transition team are currently in abeyance while they wait for an official decision regarding articles of incorporation.

For further information contact:

Mr. John Orr, Assistant Chief
Bureau of Services to the Blind
Department of Human Resources
505 E. King Street, Room 502
Carson City, Nevada 89710
(702) 885-4444

YOUTH IN TRANSITION, INC.

Nevada

Question: Has any state transition team developed a state-wide system for the inclusion of transition advocates as participants in the IEP process?

Answer: Yes, John Orr, Assistant Chief, Bureau of Services to the Blind, describes one approach as envisioned by the Nevada Transition Team.

Note: Although the Nevada state-wide transition plan, Youth in Transition, has not yet been fully implemented, as explained below, it is presented in this manual because of several unique features.

The Nevada plan to enhance the transition of blind and visually impaired individuals from the work of school to the world of work involves several interrelated developments including the following:

1. incorporation of the state transition team as a non profit corporation;
2. establishing corporation chapters replicating the state-wide team model in the major urban centers;
3. developing cooperative agreements with appropriate state-wide agencies;
4. replicating the state-wide agreements among the chapters and local service and interest organizations;
5. adding consultants/advisors to the chapters and team(s);

6. applying for operational financial support to appropriate funding sources;
7. training team members in the philosophies, practices and procedures of IEP development;
8. actively participating in IEP development conferences on local levels; and
9. early identification of blind and visually impaired youth.

These steps are dependent upon prior or concurrent accomplishment of related steps. For example, incorporation is a condition to making application for operational financial support.

1. Incorporation: Arrangements have been made with a Carson City attorney to incorporate the state team as Youth in Transition, Inc., a Nevada non-profit corporation. The purpose of the corporation is: "To coordinate, support and encourage the successful transition of blind and visually impaired Nevada youth from the world of school to the world of work." This step is considered mandatory to allow the group to apply for financial aid from agencies, foundations and community service organizations. At this writing, incorporation has not been concluded. The first board of directors of the corporation will be the original members of the transition team.

2. Chapters. Because incorporation has not been completed,

the corporate chapters in the major urban centers have not been officially established. Participants have, however, been recruited. Each chapter will be composed of a rehabilitation specialist, an educator, a parent, and a visually-impaired youth. The purpose of each local chapter will be to enhance the transition experience on the local level for every blind or visually impaired youngster in the community.

3 & 4. Cooperative Agreements. Because the organization of Youth in Transition, Inc., has not been completed, formal cooperative agreements cannot be executed. Commitments have been received from both the Bureau of Services to the Blind (BSB) and the Nevada Division of Special Education.

5. Consultants/Advisors. On the state-wide level the state team has added the following experts to assist us in making Youth in Transition, Inc. an effort of the highest degree of quality:

Mervin J. Flander, Chief, Bureau of Services to the Blind

Jane Early, Administrator, Special Education Division

Donny Loux, Chief, Rehabilitation Planning, Research and Program Development

6. Financial Support. This step necessarily is dependent upon incorporation. Funding, although very little is required, is needed for operational expenses to coordinate the formation of local chapters and participation in individual IEP developments. Commitments for support have been made from BSB Grant & Gift

Account, from Special Education, and from the Developmental Disabilities Council.

7. Training. In late summer of 1986, all team members were trained in the IEP process. Training was conducted by educators and parents familiar with the process.

8. IEP Participation. When the 1986 school year begins team members will attend every IEP conference held to develop a plan for blind and visually impaired youth. Attendance is for the purpose of supporting the parent and child, for advocating their rights and entitlements, and for encouraging a comprehensive IEP which considers academic, social and vocational factors.

9. Early Identification. In cooperation with several organizations (AFB, Nevada Council of the Blind, National Federation of the Blind of Nevada, the Committee of Blind Vendors, and Nevada Rehabilitation Planning, Research and Program Development) the Bureau of Services to the Blind is surveying all blind and visually impaired persons in the state to assess service needs. A major component of this survey, which is being distributed to 3000 Nevadans in large print, braille or recorded form, is designed to assess the needs of pre-school and school-age individuals. Another benefit, of course, will be to expand the number of youngsters known to the Bureau. This information will be shared with Youth in Transition, Inc. allowing for follow-up by team members. Also, the corporate name was specifically developed to be non-threatening, in the belief that

pediatric ophthalmologists and optometrists will be more easily encouraged to refer a parent to Youth in Transition, Inc. than to services identified by the word "blind." This notion has been discussed with pediatricians and their response has been optimistic. Our goal is to establish a registry of blind and visually impaired youth, to be maintained by our group rather than a government agency.

Note: Although the Nevada transition model, Youth in Transition Inc., is not fully operational at the time of publication, the organization of state-wide transition services is not stalled. It appears to the AFB project staff that the components of the model can be rapidly implemented once incorporation is granted or can be modified and implemented even if incorporation is ruled out.

A CAREER AWARENESS EXPERIENCE
ADVENTURES TO THE FUTURE

New York

Question: Have you wondered what an effective approach might be to provide blind/visually impaired students with opportunities to meet and interview adult role models who represent many different careers?

Overview

I. Type of Transition Model:
   Career Awareness

II. Target Population:
   High School Students
   Parents
   Adult Role Models
   Professionals

III. Collaborative Features:
   A. Agencies - Public Schools
      Board of Cooperative Education Services
      Commission for the Blind and Visually Handicapped
      Private College

   B. Consumers - Students
      Parents
      Adult Role Models

   C. Private Employers - N/A

   D. National Organizations - American Foundation for the Blind

IV. Local/Municipal Resources:

   Private Colleges

V. On-Going Support Systems:

   A. Community - Local and district schools

   B. Administrative - N. Y. State Commission for the Blind and Visually Handicapped

VI. State/Local Laws and Regulations

   N.A.

VII. Funding Sources:

   A. American Foundation for the Blind

   B. Registration fees from parents, students and professionals

   C. N. Y. State Commission for the Blind and Visually Handicapped

VIII. Contact Persons:

Mary Ann Bonner
Children's Consultant
Commission for the Blind & Visually Handicapped
175 Fulton Avenue
Hempstead, NY 11550
516-538-7070

Andrew Pasternak, Senior Counselor
Commission for the Blind & Visually Handicapped
175 Fulton Avenue
Hempstead, NY 11550
516-538-7070

A CAREER AWARENESS EXPERIENCE
ADVENTURES TO THE FUTURE

New York

Question: Have you wondered what an effective approach might be to provide blind/visually impaired students with opportunities to meet and interview adult role models who represent many different careers?

Answer: Mary Anne Bonner and Andrew Pasternak of The New York Commission for the Blind and Visually Handicapped developed and implemented a career awareness day for blind/visually impaired students, their parents and professionals.

Introduction

"ADVENTURES TO THE FUTURE" provided the first opportunity for fourteen year old, visually impaired Bobby to meet blind and visually impaired adults who had "made it" -- teachers, a vending stand operator, medical technicians and a computer programmer.

On that special day in May, Bobby asked Carla Kennedy, a nuclear medical technologist, if she told people she was blind before administering services. She laughed, "They can usually tell from the thick lenses I wear" (American Foundation for the Blind, 1984-85, p. 6). Most patients are more interested in her expertise than her vision. During another conversation with a man who is totally blind, Bobby and his father were equally impressed to hear how this individual did his job as a planner, consultant, and administrator at IBM. With information gained through personal contacts with three adults "who have made it", Bobby with his father has been growing more excited about the

chances of finding a career to match his many talents. After all, those visually impaired high achievers who showed up at "ADVENTURES TO THE FUTURE" were once Bobby's age. And they too had dreams (American Foundation for the Blind, 1984-85, p.6).

A Career Awareness Day Concept

"ADVENTURES TO THE FUTURE" was jointly sponsored by the New York State Commission for the Blind and Visually Handicapped (CBVH); Board of Cooperative Educational Services (BOCES) III, Suffolk County; V.I.P. (Visually Impaired Program); Adelphi University; and the American Foundation for the Blind. The training seminar was designed to improve transition from school to work for blind and visually impaired youth who live on Long Island, New York.

The primary focus was to provide high school age students and their parents with opportunities to interact with employed adults who are blind and visually impaired. In addition, local rehabilitation and special education staff were available to not only facilitate the various activities but also, provide information to students and their families.

Visually impaired youth on Long Island were eager to meet with adults with similar disabilities who had "made it" in the world of work. This need is not unique to these youngsters. The Research and Training Center in Blindness and Low Vision (Mississippi State University) has documented this need through a

national survey study. (Career Development Needs of Blind and Visually Impaired Students, April 1986, Mississippi State University, R & T Center). Being able to ask questions about the use of technology, public transportation, and rehabilitation services; relationships with sighted co-workers; and, disclosure of disability on the resume, is critical to youngsters concerned about their future. All such questions need to be answered not only by professionals or parents but also by employed adults who have similar disabilities.

Preparing for the Training Seminar

In preparation for the seminar, rehabilitation representatives from CBVH met with local itinerant teachers to discuss the agenda and review the unique career development needs of visually impaired youth. This provided an opportunity to share ideas and strengthen working relationships.

Worksheets were developed for distribution to the students prior to attending the one-day seminar. These worksheets were designed to have students reflect on their own family's work history, develop an awareness of and stimulate an interest in specific careers. Another worksheet was on career development rights and responsibilities, such as rights related to the need for career information; equal access to vocational training opportunities; and access to appropriate technology and work-study experiences.

Personal responsibilities were to be identified and noted by each student. This later formed the basis for discussions between teachers and students.

The CBVH staff identified ten employed adults who are blind/visually impaired to be resources for the students and their families. Rehabilitation staff of the Long Island CBVH contacted these selected adults to: discuss the purpose of the career seminar; provide an outline of how each small breakout session was to be conducted; and, share guidelines on types of career information to be presented. These adults were willing to participate and eager to share their individual career development experiences and strategies. The individuals selected represented careers in nuclear medical technology, computer programming, employment counseling, teaching, administration, social work, vending stand operations, and industrial work.

Prior to the training seminar the rehabilitation counselors of the Long Island office of CBVH, in cooperation with adult role models who were leading the small group sessions, developed a one-page work profile which included present position, job duties, career paths, visual status, special aids or appliances used on the job, personal qualities needed on the job, and personal job search experiences. Each job was then coded by the appropriate Dictionary of Occupational Title number and additional reference sources were identified.

Eight job profiles were compiled into a booklet entitled "A Sampler of Career Choices for the Visually Impaired." The introduction reflects the perspective of the local rehabilitation staff:

> What types of work can visually impaired people do?
>
> We have never been able to answer this deceptively simple question without asking the inquirer a dozen questions to clarify what he means!
>
> Several of our former clients have generously shared their work profiles so that we can learn what they do...how they prepared to work...their strengths...and how they compensate for their visual impairments.
>
> We are here to assist you prepare for your career.

This booklet was available for each student to take home as a resource.

A Career Awareness Day

The format for the day was designed to give each student maximum time with the adult leaders. Each student self-selected and pre-registered for three small group sessions which were one hour in length. Other time was spent in an opening general session, a luncheon, and a closing panel session. Parents accompanied their children.

Each breakout session had 10-15 persons attending with the adult role model as the principal speaker and a moderator from CBVH. Prior to the training seminar, moderators met with speakers to discuss general topics to be covered. While speakers' styles

varied, they all presented themselves as being in charge of their careers. In addition to specific information about their jobs they shared: personal experiences about mobility; options and methods used to travel to and from the job; how, when, and why they informed co-workers of their visual impairment; and job accommodations. Questions from the students frequently focused on types of personal/social encounters faced daily at work whereas parents frequently requested information about specific job requirements. General sessions balanced the small workshops. The luncheon was particularly effective in providing both parents and students with the opportunity to interact with each other, the speakers, and other professionals. The American Foundation for the Blind film "Employed Ability" was shown to give a broader perspective of employment options and stimulate future discussion.

This approach not only provided specific career information but also promoted attitude change. A positive change is most likely to occur through interactive and direct experiences. Feedback from both students and their parents indicated that positive changes occurred based on their interaction with the adult speakers. How to sustain and build on this change remains a challenge. New networks among students, parents, and professionals were initiated. Also, several of the speakers who met each other for the first time discussed their future roles as resource persons. With this nucleus of individuals future

seminars can be facilitated. While actual costs for this seminar were minimal ($300), planning required a substantial commitment of staff time. This was essential not only for designing the seminar, but also for coordination, planning, materials preparation and, organization of the facility.

The Second Year :

"ADVENTURES TO THE FUTURE" was not only an exciting experience for the students but also a motivating one for the planners and adult role models. As a result a second year activity has taken place and possible third year plans are under consideration.

For the second year activity the focus was on skill development and the day was entitled "On Your Mark! Get Ready! Get Set! Go!" Although the format was similar to year one it differed in that professional educators and rehabilitation counselors co-facilitated sessions with adult role models. Naturally the focus changed, moving from career awareness to skill development. The four workshops were (1) "On Your Mark"--Career Exploration; (2) "Get Ready"--Self-Awareness; (3) "Get Set"--Decision Making; and (4) "Go"--Pulling it Together. Students were provided with a workbook, prepared by the workshop developers, which contained exercises to be completed for each workshop.

In the career exploration workshop the following concepts and

activities were presented: gathering information through brainstorming, interviewing, and written information; occupations and job exploration; interview guidelines to use in seeking career/job related information; and an introduction to written resources on career information. In the self awareness workshop the focus was on individual roles, interests and abilities. The decision-making workshop addressed types of decisions, vocational decision-making, and the meaning of decision-making for the individual. In the final workshop on pulling it together the students considered what to include in their own Individual Written Rehabilitation Plan (IWRP). Plans for the third year are still being formulated.

Conclusion

This experience has served to motivate and educate the students, parents, professionals, and adult role models. This project is fun, challenging at times, and replicable. But, most of all it can be an effective way to assist blind and visually impaired students expand their awareness of future career options and develop readiness skills as they take an active role in their own transition from school to work.

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Career Development Needs of Blind and Visually Impaired Students. (1986). Mississippi State University Rehabilitation and Training Center. April .

Spungin, S., 1983, "Career development in an educational context" in Rehabilitation Research and Training Center in Blindness and Low Vision, Proceedings of the McFarland Seminar. Arlington, VA: Association for Education and Rehabilitation of the Blind and Visually Impaired.

SUMMER EMPLOYMENT IN INDUSTRY

New York

Question: Have you wondered how private industry and a state agency could collaborate to provide vital work experiences for visually handicapped college students who are about to enter the labor market?

Overview

I. Type of Transition Model:

Industry - Agency Collaboration

II. Target Population:

Legally Blind College Students

III. Collaborative Features:

A. Agency - New York State Commission for the Blind and Visually Handicapped, White Plains Office, Westchester County, New York.

B. Consumer - Blind and visually handicapped college students.

C. Private Industry - IBM Summer Employment Program, Westchester Employment Office, White Plains, N.Y.

IV. Local/Municipal Resources - As needed by individual students.

V. On-going Support Systems:

Program is dependent on continuation of collaboration between IBM and the New York State Commission for the Blind and Visually Handicapped.

VI. State/Local Laws/Regulations:

U.S. Department of Labor Guidelines

VII. Funding:

Program is financially dependent on the continuation of the IBM summer employment program.

VIII. Contact Persons:

William L. Kane
District Office Manager
Commission for the Blind and Visually Handicapped
200 Mamaroneck Avenue, Room 603
White Plains, N.Y. 10601
(914) 946-1698

Paula T. Carroll, Manager
Summer Employment Program
IBM
Westchester Employment Office
12 Water Street
White Plains, N.Y. 10601
(914) 993-7803

SUMMER EMPLOYMENT IN INDUSTRY

New York

Question: Have you wondered how private industry and a state agency could collaborate to provide vital work experiences for visually handicapped students who are about to enter the labor market?

Answer: William L. Kane, District Office Manager in Westchester County for the New York State Commission for the Blind and Visually Handicapped, describes the collaboration between his office and the IBM Summer Employment Program.

In December, 1983, IBM and CBVH entered into an agreement to cooperate each year in the referral and acceptance of highly qualified college students who are legally blind into IBM's on-going Summer Employment Program.

Since 1984, as the result of collaboration between the IBM Westchester County Summer Employment Program and the Westchester District Office of the New York State Commission for the Blind and Visually Handicapped (CBVH), ten legally blind college students have worked for one summer at IBM. The students were selected from a total of 18 candidates who were referred to IBM by CBVH. All have worked in positions related to their interests and college courses.

For the past three years, staff of the IBM Summer Employment Program and staff of the White Plains Commission for the Blind and Visually Handicapped have met and agreed upon guidelines for referring appropriate candidates to the work program and upon

follow-along supervision. The following factors have contributed to the high rate of placement of CBVH students:

1. Pre-screening by CBVH counselors of applications, and a fact sheet which included a review of each applicant's independent mobility skills and communication skills.
2. Review of all referrals by coordinators in IBM and CBVH.
3. Open communications concerning skills of each applicant.
4. Supportive services available, when necessary, by CBVH and staff.

Each year IBM Westchester appoints a new coordinator of the Summer Employment Program. Schools and community groups are contacted to locate suitable candidates for summer employment. The Program often receives over 5,000 applications for 800 positions. There is an incentive program to encourage IBM managers to provide summer employment; any manager who requests help has an opportunity to also place a handicapped summer employee at the expense of a separate special fund set up by the corporation.

Visually handicapped students have held positions in two types of programs at IBM facilities in Westchester County and Greenwich, Connecticut -- preprofessional and administrative.

Summer Preprofessional Program

The primary intent of this program is to develop a key source of permanent hires with critical skills by identifying outstanding student candidates, or non-students with equivalent work experience, and to provide them with a meaningful work experiences related to their field of study or work history.

Candidates are selected on a competitive basis. Year in school, grade point average, relevant studies, and work experience are some of the factors considered in the selection process.

Examples of preprofessional jobs in the Westchester Summer Program are accounting trainees, programming trainees, financial analysts, editorial assistants, etc.

Summer Administrative/Direct Program

This program is intended to meet short-term workload demands and to provide vacation coverage. Examples of some positions in this program are clerks, secretaries, computer operators, cafeteria helpers, security guards, recreation assistants, maintenance assistants, etc. (In areas outside lower Westchester County where IBM manufacturing facilities exist, positions are generally also available as manufacturing directs.)

This collaborative experience has proven to be valuable, because it demonstrates to IBM managers that qualified legally blind

individuals are prepared to compete with peers in the competitive labor market. At the same time, client/students have shared a valuable work experience which may lead to full-time work in the future. It also demonstrates to employers that CBVH is a valuable resource in locating qualified candidates for job openings.

LIFEPRINTS

Oregon

Question: Have you wondered if there is a publication available specifically for blind/visually impaired youngsters which networks people and routinely presents articles written by blind/visually impaired individuals describing their career choices, job roles, and responsibilities?

Overview

I. Type of Transition Model:
Career Awareness

II. Target Population:
Teen-age visually impaired people

III. Collaboration Features:
A. Agencies - Not applicable

B. Consumers - Visually impaired students and adults contribute the articles for LIFEPRINTS

C. Private industries, businesses, employers - Not applicable

D. National Organizations - The American Council of the Blind gave a start-up grant of $9,000. National Braille Press produces braille copies of LIFEPRINTS.

IV. Local/Municipal Resources:
Not applicable

V. On-going support systems:
A. Community - Volunteers serve as management officers for LIFEPRINTS and as proofreaders. The Ink Spot produces large print copies. Cassettes produced by editor and her husband. National Braille Press produces the braille copies.

B. Administrative/State - Not applicable

VI. State/Local laws and regulations:
Not applicable

VII. Funding sources:
A. Start-up $9,000 grant from the American Council of the Blind in 1983.

B. Continuation - $15 annual, tax deductible, subscription/donation, $3.00 for sample copies, and donations from organizations and individuals.

VIII. Contact Person:
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Salem, Oregon 97304
Phone: 503-378-3820

Note: A related source of career information and individual histories: Career Choices for the Visually Impaired, Hennepin Technical Centers, Intermediate District #287, 1820 North Xenium Lane, Plymouth, MN 55441. Phone: 612-559-3535

LIFEPRINTS

Oregon

Question: Have you wondered if there is a publication available specifically for blind/visually impaired youngsters which networks people and routinely presents articles written by blind/visually impaired individuals describing their career choices, job roles, and responsibilities?

Answer: Yes, there is! It is called LIFEPRINTS and is edited and published by Carol McCarl in Oregon.

Introduction

Adults routinely ask youngsters, "What do you want to be when you grow up"? If a youngster is blind or visually impaired, what might he answer -- a(n) doctor, fireman, policeman, pilot, computer programmer, astronaut, actor, plumber, teacher, farmer, secretary, banker, etc.? When and where do blind/visually impaired youngsters have an opportunity to be in touch with blind/visually impaired adult role models who represent many different careers and professions? One source of information which describes the careers of adults who are blind/visually impaired is presented in LIFEPRINTS -- by the blind/visually impaired men and women themselves!

LIFEPRINTS-The Magazine

As a teacher of visually impaired students for over 25 years, Carol McCarl learned that teens who are blind meet few blind peers and virtually no blind adults. It occurred to her that there is a serious gap between what teenagers who are visually

impaired believe to be their potential abilities and what can actually be realized. To begin to fill this need, she decided to use her many contacts in The American Council of the Blind (ACB) and The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) to aid these young people in personally reaching successful blind adults in their work places and at their leisure. The result has been LIFEPRINTS, now in its third year of publication. Through its pages, networking of people is in action. The first-person interviews conclude with names and addresses where individuals can be contacted for more information about their career or leisure-time activities.

LIFEPRINTS is published by Blindskills, Inc., a non-profit corporation located in Salem, Oregon. It realizes its funding from subscriptions and donations from organizations and individuals. In 1983, an initial grant of $9,000.00 was provided by ACB. There are no paid staff members at Blindskills, Inc. The president and editor of LIFEPRINTS is Carol McCarl. She, with associate and contributing editors, receive no pay for their efforts. The vice-president, secretary and treasurer, also donate their time. They have recognized a need and have responded.

LIFEPRINTS is available five times annually. It is recommended that subscriptions begin in June or July as the first yearly issue begins with the September/October issue. The suggested

subscription/donation for any one of three formats (braille, cassettes, and large print) is $15.00. Subscribers range in age from 7 to 70 and include students, teachers, rehabilitation counselors, parents of visually impaired children, and blind adults and their acquaintances. LIFEPRINTS is being read in the United States, Canada, the Caribbean, Germany, Israel, Egypt, South Africa, Bangladesh, India, and Japan.

Most articles in LIFEPRINTS are written in the first person. Each student or blind adult speaks of his or her own activities as they are currently happening. Some of the career information is presented in article format and some as interviews. Here are some vignettes from articles published in LIFEPRINTS which deal with careers.

Packaging Worker

Gayle A. Sabonaitis works at Come-Play Products, a toy factory in Worcester, Massachusetts. Gayle, a graduate of Perkins School for the Blind, is deaf, blind, and has multiple sclerosis. She packages brooms, dustpans, and aprons as a set in one bag. She writes poetry, including an unpublished book of 300 haiku. Here are some quotes from Gayle's article "My Present Employment"...

> "There is a van service for the disabled in Worcester. I use it to go to and from work. The driver brings me into the hall in my wheelchair and a co-worker brings me to my work station on the third floor via the elevator...
>
> Despite my routine job, and despite the very low pay from this job, I manage to live a full and normal

life. I am an avid reader, and a teacher of amateur radio. I have successfully taught many people of all ages. I am a student of computer programming...

It took a great deal of hard work just to convince my employer to hire me... Communication is a real problem... This has been solved. I ring a bell when I need supplies and call out loudly to tell the supply lady what I need... To save time, if I make a mistake, the supervisor puts my hand on the error I made. This does not happen often, though.

The only way, as can be seen in my determination to get a job, is to continue one's endeavor and refuse to take "No" for an answer. With my determination and the real cooperation of the rehabilitation counselors, we were able to place a multihandicapped in gainful employment... I am the only handicapped person on this job. Although this is a routine, non-intellectual job, it is better to have it than allow myself to be without work." (Sabonaitis, 1986, p. 12).

Rapid Transit Worker

Harry Cordellos works for the Bay Area Rapid Transit (BART) in San Francisco. His job requires union memberships, therefore he had to fulfill all the job roles included in his job description. One of these roles requires the operation of standard switchboard. A modification in technique was needed. With minimal training and the use of a light probe he is now able to successfully operate the switchboard. Harry shared some of his self-developed work strategies in his article in LIFEPRINTS, "Excerpts of an Interview with Harry Cordellos".

"In the information center, the Automatic Call Distribution System (ACDS), there's a series of phone which come into a computer and the operators take the calls. Sometimes there are 20 or 30 calls and only five or six operators...

I'm not a very good braille reader so I depended quite heavily on my memory... I took a lot of information

and transcribed it into braille, many times in my own shorthand braille. I used a code system which was meaningful to me--I might call it a Braille BART language. I transcribed the fare chart so that I would know how much it would cost from every station to every other station in the system and also how many minutes the ride would take.

When people called up during the first few months, if they wanted information to get to landmarks, such as... the Mormon Temple, the University of California at Berkeley..., I would ask another clerk for the information. After I gave it out, I would braille a card and put it in my file.

If the caller wanted a personalized address like 3045 Telegraph Avenue in Berkeley, that's something that nobody else would ask for again so quite often I would just ask another clerk to help me with that particular address and just forget about it.

I had the use of an Optacon. When people asked for BART information packets to be mailed to them, I would take down their name and address on a tape recorder and then when the calls would slow down, I'd go to a typewriter, play the cassette, and type an envelope. Then I would use the Optacon to proofread my own typing. In this way I could send out information packets without asking for other help.

As a blind person, I think it's critical that people realize that work is a teamwork thing. We talk about the blind doing everything but that's not true. It's nice to be independent but we need help from sighted people in many more ways than we think. That's not to take anything away from our talents." (Cordellos, 1986, pp. 15-16).

Psychologist

Dr. Robin Devour is a blind psychologist with a general caseload who works in his office and in a general hospital. He uses a dog guide to facilitate his mobility. He sees patients for approximately 30 hours each week and uses the remaining time to do his professional reading and correspondence. Dr. Devour shared his

thoughts:

> "The preparation for the kind of work that I do is training in psychology to the doctorate level. Although there are some bachelor's level and master's level people working in the field of mental health, the jobs are rather scarce and tend to be somewhat limited in scope and the real entry level for this profession is the doctorate. The training is rigorous and certainly requires a scientific bent. Young people interested in this field certainly ought to have a fairly good general science background and probably a good background in the humanities and liberal arts also because much of the work is listening and talking. One needs to be fairly fluent and able to communicate in a reasonable way in order to be effective with the people that one works with....
>
> Being blind is not a particular difficulty for the kind of work I do... I certainly can't see the gestures and facial expressions of my patients but that's really not a problem because, as most people who don't see well know, one quickly learns to attend the nonverbal cues present in voice and also to listen to other aspects of the auditory spectrum in order to find out how people are feeling....
>
> The aids and appliances that I use in my work are relatively few in number. I have a brailler on my desk and I use Grade 2 braille for self-communication. I keep a roll-a-dex that's brailled for names and phone numbers. I have a talking calculator in my office. Other than that and a tape recorder for dictating my progress notes, I don't really have much in the room that's special. I am thinking very seriously about getting a computer with speech function for use in my office....
>
> One of the things I would like the readers to think about if they want to go into this career, is to get good grades in high school. That will be important in getting into a college or university of your choice." (Devour, 1985, pp. 3-5).

<u>Bee Keeper</u>

Oren Edwards is a visually impaired self-employed bee keeper from Oregon. He wrote an extensive article on the keeping of bees and

marketing honey. Some of the strategies unique to his job as a visually impaired person were stated in his article "The Bee Keeper".

> "... my visual loss does affect my sales. First of all, I do not see well enough to recognize people from a distance. The result is that some people who recognize me may wave from across the street. Unless I have told them in advance they will misunderstand why I did not return the friendly wave. This makes it important for me to make it known to store managers and other people with whom I do business that they should identify themselves to me. I still have to practice my explanation to new acquaintances in order to prevent some uncomfortable moments for both of us....
>
> A self-employed individual must do his accounting unless he can afford to hire someone to do it. I must do my own bookkeeping. For that I use a Visualtek and read and write that way. Other office-type work includes typing jar labels, balancing the checkbook, reading and paying bills, and reading articles in the Bee Growers Association publications....
>
> I have an improved self-image as a direct result of dealing with satisfied buyers of my product. I have learned the science and art of bee keeping and I do it successfully....
>
> If you want to consider being self-employed be sure to pick a career which you think is fun because you will have longer than eight-hour days. The best part of my work for me is that almost everything I do is tangible. At the end of the day collecting or bottling honey, or building beehives or painting boxes, there are concrete results for me to appreciate.
>
> The same things which make being in business for myself advantageous, can also make it difficult. Although I can manage my time to go fishing in the middle of the week when I choose, I also am the guy who must make myself get up in the morning to maintain those hives. No one will tell me to get out there but if I don't and a hive of bees starves, I must take the blame. I've done that and then I felt guilty. Experience has taught me to do my work in a timely manner because I am solely responsible. In my work I can be a dreamer and use imagination to think of better ways to market my honey. The knowledge that I am directly involved in the balance of nature is in itself rewarding. I know

> my bees are an essential force in ecology and it is thrilling to be a part of a valuable cycle in nature. The plants and animals are dependent on bees and I'm right there on the scene. It's exciting!" (Edwards, 1985, pp. 8-12).

Past issues of LIFEPRINTS have included articles and interviews with individuals involved in careers on dairying, animal husbandry, farming, acupuncture, occupational therapy assistants, and law, etc. If students or other readers are interested in obtaining more information on authors or interviewees they need only to contact them directly as names and addresses are provided. LIFEPRINTS is a unique publication and provides a valuable service to its readers.

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MOBILE WORK CREWS: AN APPROACH TO ACHIEVE LONG-TERM SUPPORTED EMPLOYMENT

Oregon
by
Phillip E. Bourbeau

Question: What is a mobile work crew, how is it developed, how does it work, and can blind/visually impaired individuals participate?

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Question: What is a mobile work crew, how is it developed, how does it work, and can blind/visually impaired individuals participate?

Answer: Phillip Bourbeau from the University of Oregon has managed the development and replication of work crews in four states. He describes the concept, benefits, pre-implementation considerations and daily program options which are easily applied to blind/visually impaired individuals.

During the past ten years strides have been made in providing more appropriate vocational services for individuals who experience moderate and severe mental retardation. Results of nationwide studies conducted in the middle 1970's (U.S. Department of Labor, 1977, 1979) showed the relative ineffectiveness of time-limited rehabilitation programs in both effecting independent competitive placements or generating significant productivity and wages for consumers with developmental disabilities (Bellamy, Rhodes, Bourbeau & Mank, 1985). Concurrently, however, researchers in the field were successfully documenting the vocational potential of these individuals (Gold, 1972; Bellamy, Peterson & Close, 1975). This discrepancy in outcomes coupled with the strongly emerging ideology of normalization (Wolfensberger, 1972) fueled a concerted effort by researchers and practitioners to assist persons with severe handicaps in entering the

work force.

In many sites across the nation, programs were developed which successfully trained many individuals with severe handicaps and placed them into competitive jobs in their communities (Sowers, Thompson & Connis, 1979; Wehman, 1981) by providing the structure and support needed to achieve and retain such goals. Despite the laudable success of these efforts, large numbers of people with more severe handicaps remained in programs which either limited or denied them opportunities to access meaningful work and wages (Bellamy, Sheehan, Horner & Boles, 1980). For individuals with severe disabilities some authors advocate for additional forms of supported employment (Horner & Bellamy, 1979) in which adult vocational service agencies would operate simultaneously as a habilitation program and a small business. Using this approach to supported work, the employees of the business (workers with severe handicaps) would be trained on the job and would then continue to function productively in that environment while receiving the support necessary to do so. The objectives of such programs would be to facilitate production and wage earning for employees, rather than prepare individuals to move on to other employment. In this manner the service providers could attend to developing solid business practices and a firm market for its goods or services.

Long-term supported employment may occur in many forms. The purpose of this paper is to describe one such form, mobile work

crews, and to delineate some of the major considerations related to establishing and operating a supported employment program of this type.

Mobile Work Crews

A mobile work crew offers community-based supported employment and training opportunities for four to six persons who are developmentally disabled. The crew utilizes this workforce plus the organizational and managerial skills of a crew supervisor to accomplish service work objectives at various job sites in the community. The approach is not new. Its successful use as an habilitation approach has been documented in the mental health and mental retardation literature (Fairweather, 1969; Jacobs, 1974). Employing this method to provide long-term supported work for adults with severe developmental disabilities, however, is rather unique and requires a heavy emphasis on particular variables which might be safely ignored in other applications.

Benefits to be Derived From Using a Work Crew Approach

Utilizing a crew approach as part of a vocational services system has many potential advantages, foremost of which is flexibility in program design. For example, in a rural area the program may be operated as a single crew serving four to six individuals. In more populous zones, the program may consist of multiple crews performing many different kinds of jobs and serving up to 24 - 28 people. Workers may remain on one specific crew indefinitely or

rotate among crews to experience a variety of working and supervisory conditions. Likewise, a work crew program can easily be structured to fit the labor needs of the surrounding community. In urban areas, janitorial work is usually in demand; in suburban settings, domestic labor such as grounds maintenance and housecleaning may provide the most job opportunities. Similarly, farm work in rural regions and motel room cleaning in toruist areas are frequently successful marketing approaches.

Consumers derive great benefits when served in a program which employs a crew approach. The skills needed to perform most crew-type tasks are, typically, not intricate and are, therefore, quickly mastered allowing a worker to function productively after only minimal training (Cuvo, Leaf, & borokove, 1978). Wages earned by workers in crew programs are usually higher than those earned by piece-rate workers in sheltered workshops. In addition, the fact that the work is performed at job sites in the community provides workers with a constant variety of settings and events, as well as occasions to interact with nonhandicapped people while on the job. Travel about the community also offers workers numerous opportunities to take breaks and lunches at coffee shops, restaurants and other highly visible locations while receiving training in skills appropriate to those sites. Finally, the workers often receive a "thank you" and "well done" directly from satisfied customers. That is a reinforcer that is hard to beat.

There are also benefits for the community in which a crew is operated. The overhead costs of a crew program which requires only minimal building space to store equipment and supplies, are lower than that for traditional workshop facilities. Also, commercial revenue generated by the program can frequently cover a substantial portion of operating expenses after wages are paid. More importantly, however, the community benefits by having opportunities to observe people with developmental disabilities functioning competently and productively in its midst. Such "community education" is sorely needed as our field continues to progress toward full integration.

Pre-Implementation Considerations

There are certain administrative concerns which must be resolved when initiating any vocational service programs. Such matters as procuring funding, safeguarding same, obtaining Department of Labor certification to pay wages, developing mission statements, annual plans, data systems and the like are generic to all vocational programming endeavors. Implementing a work crew program, however, presents additional issues which require attention prior to commencing business operations.

Market

As indicated previously, a work crew program has the inherent flexibility to fit the labor needs of various communities. These

labor needs must be ascertained before other start-up steps, such as the purchase of equipment and supplies, can be accomplished. A market analysis is particularly important for programs expecting to offer janitorial and/or landscaping services as these jobs are frequently competed for by both legitimate business operations as well as "moonlighters" who can work quite inexpensively. Futhermore, successful operation of a crew focusing on the provision of janitorial work will most likely require workers to be on the job during evenings or weekends, hours not typically included in most day programs. On the positive side, buildings used to house state or federal offices are frequently "set aside" for bids by human service programs. These possibilities should be thoroughly researched.

Equipment and Supplies

Results of the market analysis should indicate the type(s) of work on which the crew will focus. The extent to which this work can be competitively bid and accomplished will depend greatly on the equipment available to be used, as is always the case with labor intensive work. There are vast numbers of machines and supplies which can be purchased, leased or rented for various purposes. It is usually advisable to seek the recommendation of experts in the area before making final decisions. Factors to consider in deciding whether to procure specific equipment or supplies include cost, expected return on investment, complexity of operation regarding training workers to use and maintain the

equipment, likelihood of the equipment being easily transported and its potential durability. Table 1 lists the minimum needed by a single crew to accomplish basic janitorial and grounds-keeping tasks.

Table 1

Minimum equipment needed by a crew of five to perform janitorial and groundskeeping work.

Janitorial

1 24" push broom
2 corn brooms
2 upright vacuum cleaners
1 mop bucket on wheels with wringer
Cleaning chemicals
Buffer pads
Rags
2 24 oz. mops
1 21" floor buffer with attachments
2 5-gal. buckets
2 squee-gees
1 50-ft. extension cord
Rubber gloves
Assorted sponges

Groundskeeping

1 sidewalk broom
2 weeding hoes
2 flat shovels
1 spade
2 21" commerical rotary mowers
2 grass clippers
Plastic bags
2 hand pruners
3 soft rakes
1 garden rake
2 swing blades
1 edger
1 toolbox

Trans ortation

Safe nd reliable transportation is the backbone of mobile work crews The vehicle utilized must be capable of carrying a crew of si workers plus equipment and supplies for an entire day's work which may entail four or five different jobs). Some form of re traint to prevent equipment from sliding around in transit is ne essary and, ideally, the equipment should be protected from the e ements and safely locked. The most appropriate vehicles for t is task include six passenger crew cab pick-up trucks and large vans. The option of towing a small utility trailer is also frequ ntly appreciated by crew supervisors. Although the initial expense of procuring such a vehicle will be high, the investment will prove its value time and again in the course of daily operations.

Insurance

Although adequate insurance coverage is required for all human service programs, the specific type of coverage required for work crews must cover additional areas such as damage to customers' property and theft. Bonding is the mechanism which usually protects against these possibilities. Frequently insurance companies and bonding agencies are confused concerning how to classify and cover work crew programs. Therefore, it is wise to anticipate a fairly complicated series of meeetings when seeking coverage.

Staff

The job of crew supervisor is absolutely crucial to the successful operation of a work crew. This individual must simultaneously fulfill many varied and complex roles related to training, production supervisin, public relations and administration. In larger businesses comprised of multiple crews there will probably be a program manager whose responsibilites include the majority of administrative functions as well as many of the commercial operations duties related to job procurement, bidding, contracting, inventory, billing and worker payroll. In smaller businesses, these duties, as well as the daily production and training obligations, fall on the crew supervisor. A typical list of duties performed by the crew supervisor in a small work crew are listed below.

1. Provide vocational training and job supervision for five workers;
   -Develop and implement individual program plans;
   -Collect and summarize daily behavioral and performance data.
2. Provide training in community skills for all workers on the crew.
3. Locate potential jobs, analyze for suitability, submit bids and contract for work to be done.
4. Purchase required equipment and supplies, manage inventory and maintain equipment in good working order.

5. Conduct time studies as required by regulations.
6. Compute payroll for workers.
7. Collect and summarize data, maintain records and compile reports.
8. Assure the quality of work performed by the crew and maintain excellent community relations
9. Transport workers to and from job sites.

The preceding list strongly suggests the range of skills which must comprise the repertoire of a crew supervisor. An individual functioning in this role must combine a strong organizational capacity with specific expertise in behavioral training techniques as well as extensive knowledge of business practices related to the areas of work performed by his/her crew.

Even crew supervisors who are organized and well skilled often encounter situations in which they are unable to allocate their time in a desired manner. Heavy work demands or broken equipment may require the supervisor to accomplish some portion of the work alone. Meetings with customers, likewise, may interrupt the supervisor's regular functions and decrease the crews' overall efficiency. One method of controlling for these unpredictable events is to hire a nonhandicapped person as a crew member. This individual would be paid from commerical revenues and would have no habilitation responsibilities. His/her function would be to increase overall crew productivity, handle out of the ordinary or

highly complicated operations and serve as a role-model for other workers on the crew. If a nonhandicapped person is to be used in this capacity, however, it is imperative that the crew supervisor be particularly mindful of the need to prioritize work allocation and wage earning in line with the needs of crew members who experience impairments, as one major function of the program is to maximize opportunities and wages for workers who experience handicaps.

Daily Program Operations

The supervisor's duties listed in the previous section suggest the range of activities which must occur on a daily basis in order to provide training and habilitation for the crew's workers as well as conduct the very important commercial aspects of the program. In and of themselves, neither of these two sets of activities is particularly complex or unique to work crews programs. A large number of books on behavioral training techniques or small business practices are available to provide guidance in these areas for the interested reader. What is unique to work crews employing workers with severe handicaps, however, is the need to match workers and tasks at a variety of different job sites in order to effect mazimum individual productivity and wage earning while simultaneously maintaing overall crew efficiency and assuring that quality services are delivered to customers. The remainder of this chapter will describe a strategy which has been developed to interrelate the

network of factors involved in attaining the following objectives: (1) work must be accomplished to produce professional results; (2) all crew members should function productively while at the job site; and (3) work should be assigned to produce maximum wages for each worker.

Job Analysis

Job analysis is the initial step taken by the crew supervisor upon encountering a new job site. A thorough job analysis permits the supervisor to: (1) select appropriate job sites; (2) bid the work accurately; (3) structure the job in terms of tasks, time, equipment and supplies; and (4) assign tasks to crew members. An example of a completed job analysis is presented in Figure 1. The form used provides the supervisor with information concerning the major components of the job, the specific tasks within each major component, the equipment required to accomplish the work and any other significant considerations which may effect task performance or supervision.

Figure 1 - SAMPLE JOB ANALYSIS

JOB NAME: Peddler's Village
ADDRESS: Rt. Manasquan
PHONE: 722-5300

CONTACT PERSON: John Prince
WHEN DONE: Wed./Weekly, 10-2
PRICE: $40

DIRECTIONS: RT. 33 East to North on 79 to Brielle; PV is on the circle
TRAVEL TIME: 20 Minutes
ACCESS: Back door by dumpster

Major Component	Tasks	Freq.	#/Amt.	Equipment Needed	Other Considerations
Bathrooms (6)	Toilets Sinks Mirrors Mop floors Walls Busywork	Wkly. Wkly. Wkly. Wkly. Whenever	4 ea. 2 ea. 2 ea.	Caddy with Comet, Windex End bag, sponge, paper Towels, rubber gloves Mop: bucket, wringer, Mop, hose	
Hall Floor	Spray buff hall floor in west wing of store Approx. 2500 sq. ft.	Wkly.	1-2500 sq. ft. narrow	21" buffer with spray attachment, white pad, 2 cans of spray buff, putty knife, adapter	Poor lighting, very dark Floor is deep brown No distracters, good for training
Trash	R/R plastic liners from trash cans; put in dumpster	Wkly.	30-in. hallways throughout store	Liners & ties, gloves Use their big cart	Difficult to supervise
Windows	Wash windows outside of drug store in west wing.	Wkly.		Squee-gee, bucket & soap Brush, extension stick Rag	Bucket to be filled in janitor's closet, not bathroom Use only 1/2 cup of soap

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Work Assignment

On any given crew there will be some workers who can perform many tasks and some who can only perform a few. In addition, individual workers will differ with regard to their rates of performance and needs for assistance. Using the job analysis sheet and his/her knowledge of crew members' skills, the supervisor can assign tasks to workers in a manner which keeps everyone busy, allows each worker to have access to the equipment that he or she will need and permits the supervisor to provide assistance and insure quality control where needed. As workers demonstrate increasing competence on assigned tasks, larger units of work may be assigned. For example, a worker who is involved in cleaning a restroom may initially need to have each task assigned and checked separately by the supervisor. Eventually, however, the chain of behavior may be expanded to the point at which the cue "clean the men's restroom" will be all that is required for that worker to assemble all the necessary supplies and then proceed to clean toilets, sinks, mirrors and floors unassisted, thus allowing the supervisor opportunities to work more intensively with other crew members.

For both payroll purposes and program management needs, it is essential that a system be employed to document (1) which tasks workers have been assigned, (2) how much time was requried to complete them, and (3) the extent to which assistance was

needed. Such data is vital information for both the commerical and habilitative aspects of the program

Training

Much of the specific skill training that crew members receive will occur at job sites while actually performing the day's work. Supervisors can structure the opportunity to conduct 1:1 training by seeing that all workers are assigned tasks requiring only minimal supervision. While the crew is thus occupied, the supervisor can train one worker for 10 - 15 uninterrupted minutes. It is not possible to assign independent tasks in this way the alternative is to create tasks, such as scraping corners or washing chairs, which do not require a high level of skill or quality assurance in their accomplishemnt. The entire crew can be put to work on these tasks while the supervisor works 1:1 on a rotating basis with different crew members. These "busywork" tasks are also a valuable means of insuring that all crew members remain productive after completing their major work assignments at any job site. These efforts also seldom go unnoticed by the customer.

Summary

Mobile work crews have been used as a long-term supported work model in many locations with great success. In the mid-seventies the New Jersey Division of Mental Retardation began utilizing the approach as an alternative to sheltered workshop referral for many clients who had been enrolled in adult day programs.

Program developers in the State of Washington, which specifies the provision of long-term supported work in its adult services guidelines, also have used work crew programs successfully in various sites. Opportunities for productivity, wage earning and community integration coupled with the cost effectiveness and extreme flexibility of the approach in adapting to a variety of setting conditions provided strong support for widespread application as one method of employing individuals with severe handicaps.

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Comments
by
Huebner, Simpson, and Roberts

The mobile work crew model is often associated with support employment programs for persons with developmental disabilities. This model, with modification, can expand the employment opportunities for persons who are blind/visually impaired individuals who need long-term supported employment. Using human ingenuity, individuals with varying degrees of visual functioning can constitute an effective work crew. A creative placement specialist can, with the job coach and work-crew, develop unique types of job sharing, job restructuring, and job modification to maximally utilize each person's work skills and behavior. Individuals can complement each others' potential. The job coach will need to be capable of shifting from a training approach based on visual modeling to one which integrates a multi-sensory approach.

Many individuals already possess a repertoire of basic maintenance skills such as sweeping, vacuuming, dusting, washing, etc., which can be marketable through the vehicle of a mobile work crew. Many skills of daily living stressed in special education programs and rehabilitation center settings are readily transferable to the vocational setting. It is the structure of the mobile work crew with the support of the job coach that is often the missing link in a continuum which could enhance marketability. This is one creative approach to developing an environment in which potential can be realized.

Transportation support included in the mobile crew model can be advantageous to the blind/visually impaired worker who has sufficient mobility skills to function safely in the work environment but lacks experience and skills required for safe and independent travel to and from multiple and often changing job sites. Since mobile work crews are community-based, the settings often provide social behaviors. These diverse opportunities may not always exist in a sheltered workshop environment. The isolation of the bench work model can often inhibit further social development.

STATE TRANSITION COALITION

Oregon

Question: How can a state transition team serve as a catalyst to get diverse organizations and agencies to plan together to improve state transition services?

Overview

I. Type of Transition Model:
State-wide collaborative planning

II. Target Population:
Transition age youth

III. Collaborative Features:
Public and private schools and agencies; consumer organizations; and advocacy groups were invited to join the State Transition Coalition.

IV. Local/Municipal Resources:
These resources will be tapped when coalition activities are set in motion.

V. On-going Support Systems:
Each member of the coalition has agreed to provide release time for staff to work on projects.

VI. State/Local Laws/Regulations:
To be researched

VII. Funding Sources:
Each member of the coalition has agreed to modest expenditures to facilitate meetings. Outside funding sources will be sought later.

VIII. Contact Person:

Donald H. Edwards, Director
Oregon Regional Programs
Oregon Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310
(503) 378-3569

STATE TRANSITION COALITION

Oregon

Question: How can a state transition team serve as a catalyst to get diverse organizations and agencies to plan together to improve state transition services for visually impaired students?

Answer: Donald Edwards, Director of Oregon Regional Programs in the Department of Education describes the system the Oregon Transition Team has underway.

The Oregon Transition Team was developed as a result of the Leadership Institute held in New Orleans in January, 1986, sponsored by the American Foundation for the Blind and supported by a federal grant from RSA. This team, including a parent of a visually impaired student, a consumer, a rehabilitation specialist and an educator, developed a plan to assure on-going attention to transition needs of visually impaired youth in Oregon.

After brainstorming a variety of transition needs in the State, it was determined that a broad group of representatives of state and private agencies, consumer organizations, and advocacy groups should be organized to begin to address and meet those unique transition needs of the visually impaired through the development of a coalition. After sending a letter of explanation to and requesting a statement of interest from all the appropriate groups in the state, the Transition Coalition received positive responses from eleven groups and agencies. More will join, we are sure, as work gets underway and the activities of the

Coalition become known. In the letter of invitation, it was stressed that a high level of commitment was necessary for inclusion in the Coalition including release of staff to work on projects and activities as well as financial support for members for necessary expenditures. The first meeting of the Coalition coincided with an observation of the Oregon Commission for the Blind's annual transition workshop for visually impaired teen-agers. The second meeting was scheduled for the fall of 1986.

The Coalition will determine what activities and priorities it will address but it is likely they will center around those concerns identified by the state transition team:

1. Research existing transition programs, activities and opportunities in Oregon (vocational, social, educational, recreational, residential, etc.) and

2. Assess what it is they do in the area of transition of the visually impaired, and

3. Determine what are effective models and why.

4. Develop and promote creative transitional opportunities and activities.

5. Seek to interview former users of the education and rehabil-

itation systems to determine which of those services were the most successful for them and where problems occurred.

6. Identify work activity centers, workshops and residential facilities in Oregon.

7. Survey the regional education programs for the handicapped and the Oregon School for the Blind to determine the level of attention to transition services such as:

   - general world of work
   - career awareness
   - living skills
   - social skills
   - adjustments to visual impairment
   - vocational training
   - job sampling
   - job placement

8. Disseminate findings, activities and recommendations of the Coalition.

9. Study other transition efforts and activities occurring in Oregon in order to coordinate the Coalition's efforts with others.

10. Promote technical assistance activities:

- Sharing of information and staff between the Oregon Commission for the Blind and the Oregon School for the Blind and regional programs.

- Urge the inclusion of transition topics in professional workshops and inservice experiences.

- Offer speakers and workshop leaders where appropriate.

- Plan for all-Oregon parent conference on the topic of transition.

11. Plan an evaluation mechanism to determine the effectiveness of the Coalition's efforts.

The work of the transition team and the Coalition has been methodical and deliberate to this point to assure the establishment of a solid and continuing effort on behalf of visually impaired individuals. The bureaucratic maze of services needs to be studied and understood; communication between agencies, organizations and advocacy groups needs to be developed and strengthened, before meaningful coordination and establishment of services are realized. Oregon is on its way to better services for visually impaired citizens in transition.

TECHNICAL ASSISTANCE AS A CATALYST FOR STAFF TRAINING AND SUPPORTED WORK PROGRAM DEVELOPMENT

Tennessee

Question: Have you ever wondered how you could use consultation and technical assistance to provide staff training and program development in the supported work model for multi-handicapped individuals?

Overview

I. Type of Transition Model:
Supported Work Staff Training and Program Development

II. Target Population:
Adolescent deaf-blind students with moderate to mild levels of retardation

III. Collaborative Features:

A. Agencies - Tennessee School for the Deaf (TSD), Tennessee Department Vocational Rehabilitation, and the Knox County Association for Retarded Citizens (ARC).

B. Consumers - Parents and Students

C. Employers - The Y.M.C.A. and the Postal Service are the main employers; in addition, TSD has work training sites at Alcoa Steel and the University of Tennessee.

D. National Organizations - The Association for Persons with Severe Handicaps (TASH) has a Title VI-C grant from the Office of Special Education and Rehabilitation Services to sponsor this Technical Assistance Transition Project, under Cooperative Agreement Number G0084C3001.

IV. Local/Municipal Resources:

A. Transportation - The person who works at the YMCA takes regular city buses to work; the three who work at the Post Office have a contract to ride with another deaf employee.

B. Housing - Two students are living in apartments run by the Knox County ARC.

C. Social Services - No regular service required.

D. Recreation/Leisure - ARC plans these activities for the two persons who live in their apartments; the Tennessee School for the Deaf schedules activities for the others.

E. Health Services - The Family Clinic at the Univer sity of Tennessee Hospital provides total health care on a sliding fee basis.

V. On-going Support Systems:

A. Community - ARC, TSD, other employees at the Y.M.C.A and the Post Office

B. Administrative - State Vocational Rehabilitation Services follow the three students who have not yet graduated; as soon as they graduate and are fully employed the VR will discontinue service.

VI. State/Local Laws/Regulations:

The students are taught to comply with all local health and employment regulations.

VII. Funding Sources:

Start-up - Title VI-C Federal Funds Tennessee, School for the Deaf, State Vocational Rehabilitation and Association for Retarded Citizens

Continuation - At the end of the Title VI-C TASH project, continuation depends on cooperation between ARC and the Tennessee School for the Blind.

VIII. Contact Persons:

Mr. William Davis, Superintendent
Ms. Elaine Williamson, Principal, Preparatory Department
Mr. Frank Powell, High School Coordinator
Ms. Carol Robbins, Teacher, Job Developer, Job Coach

Contacts are:

The Tennessee School for the Deaf
PO Box 886
Knoxville, TN 37901
Phone: (615) 577-7581

and

Kent Logan
Southeast Regional Consultant, TASH-TA
Georgia State University
Department of Special Education
Atlanta, GA 30303
(404) 658-4089

TECHNICAL ASSISTANCE AS A CATALYST FOR STAFF TRAINING AND SUPPORTED WORK PROGRAM DEVELOPMENT

Tennessee

Question: Have you ever wondered how you could use consultation and technical assistance to provide staff training and program development in the supported work model for multi-handicapped individuals?

Answer: Kent Logan, Southeast Regional Consultant, TASH-TA reports that the staff at The Tennessee School for the Deaf secured technical assistance from The Association for the Severely Handicapped (TASH) to provide in-service training in curriculum development, vocational training, and job research and analysis in relation to the supported work model.

In 1985 the Tennessee School for the Deaf (TSD) requested technical assistance on vocational education and training from The Association for Persons with Severe Handicaps (TASH). This request was the beginning of a supported work program which, within a year, provided in-service workshops and monthly follow--up sessions on functional curriculum, vocational training, job search and analysis; placed a 21 year old deaf-blind woman who just graduated from TSD in a 20 hour-per-week custodial job at minimum wage; and placed two deaf-blind and one deaf mildly to moderately mentally retarded persons in part-time custodial job training at the post office for the minimum wage.

This program is one of several across the country which have received help from the TASH Technical Assistance Project which is funded for three years by a Title VI-C grant from the Office of Special Education Programs, U.S. Department of Education. This project operates through one central and six regional offices.

The TASH supported work model has three components. First, a job developer locates jobs for students, analyzes the jobs, meets with employers and fellow co-workers to discuss the project. Second, a job coach learns the job and then works one-on-one with a student until he or she masters the job. Third, a "follow-along" worker maintains contact with the student and the employer; trouble-shoots; and re-teaches job skills as necessary. Technical assistance is provided to administrators, teachers, and/or agency staff to enable them to carry out the above-listed roles with the severely handicapped population. The technical assistance, which is provided by TASH consultants, is directly related to the program's goals and resources.

In the TSD program an experienced teacher was selected from the school staff to fill the three roles of job developer, job coach and follow-along worker for four deaf-blind and four deaf multi-handicapped students. As indicated above, three deaf-blind and one deaf multihandicapped students (two of whom are now graduates) have been placed in employment or are in training sites. As each is placed, the teacher then teaches functional community skills such as transportation routes, shopping and money management skills, and leisure resources.

The primary collaborating agencies with the TSD supported-work program are, the Tennessee Department of Vocational Rehabilitation and the Knox County ARC. Cooperating employers are the

YMCA and the U.S. postal service. Cooperating work training sites are the University of Tennessee and ALCOA Steel. Two of the workers live semi-independently in apartments managed by the Knox County Association for Retarded Citizens. One worker travels to and from her job by city bus and the other three have contracted with a fellow employee, who is deaf, to drive them to and from work. For the two who live in apartments ARC supervises nutritional planning, shopping, cooking and recreation/leisure activities. The University of Tennessee Hospital provides total health care for graduates of TSD on a sliding fee basis. Transportation to and from the Clinic is provided by TSD, Teachers, Vocational Rehabilitation and ARC.

The long-term future of this program will depend on the continued collaboration of ARC and TSD. During the 1986-87 fiscal year, TASH financial support of the program will continue. In addition, TASH will work with teachers in the Preparatory Department at TSD to develop a functional, community-based curriculum which will be the basis for present and future vocational training in the supported work model.

The program has demonstrated that the supported work model is effective with adults who are deaf-blind and mentally retarded. To make such a program work, the sponsoring agency must locate professionals who will become job developers, job coaches and follow-along persons; the community must provide the support

networks that are essential, and some agency must assume long-term commitment to follow along youth who are successfully placed.

The TASH Technical Assistance Project is a three year federally funded project designed to provide technical assistance to single states or regional centers that provide services for person 0-21 years of age with vision and hearing impairments. The project operates through one central and six regional offices and is one of several TASH activities.

Northeast Region
Division of Special Education
& Rehabilitation
805 S. Crouse Avenue
Syracuse University
Syracuse, N.Y. 13210
(315) 423-4805

Southeast Region
Georgia State University
Department of Special Education
Atlanta, GA 30303
(404) 658-4089

North Central Region
University of Kansas
School of Education
Department of Special Education
Lawrence, KS 66045
(913) 864-3895

South Central Region
University of Texas at Austin
Department of Special
Education
Education Building 306
Austin, TX 78712
(512) 471-4161

Northwest Region
Teaching Research
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-1220 Ext. 391

Southwest Region
612 Font Boulevard
San Francisco, CA 94132
(415) 469-1306

Central Office
Teaching Research
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-1220 Ext. 391

THE INDUSTRIAL ENCLAVE

Texas

Question: Have you wondered how it might be possible to assist blind/visually impaired persons who are working in a sheltered workshop environment transition into a competitive employment setting while continuing to give them on-going job coaching and support?

Overview

I. Type of Transition Model:
Industrial Enclave

II. Target Population:
Visually handicapped workers who are unable to find work in competitive employment.

III. Collaborative Features:
A. Agency - The El Paso Lighthouse, El Paso, Texas

B. Consumers - Visually handicapped clients of the Lighthouse

C. Private Industry - The Convertors Company, a division of American Hospital Supply

IV. Local/Municipal Resources:
A. Transportation - The El Paso Transit Authority provides city-wide, mainline transportation to worksites where large numbers of employees are employed, and para-transportation by mini-bus for disabled workers. City-wide subsidized taxi service for handicapped persons.

B. No other local resources are utilized as direct components of the enclave at Convertors.

V. On-going Support System:
A. The Board of Directors of The El Paso Lighthouse

B. Employers and workers at The Convertor Company

C. Texas Commission for the Blind

VI. State/Local Laws and Regulations:
Follows U.S. Department of Labor Employment Guidelines

VII. Funding Sources:
Start-up: The El Paso Lighthouse

Continuation: The El Paso Lighthouse Annual Campaign and The El Paso Lighthouse Foundation

VIII. Contact Person:

Mr. Jose Marquez
Director of Client Services
The El Paso Lighthouse
100 Dunne Street
El Paso, TX 79905
915-532-4495

Mr. A. B. Goodrum, Director
The El Paso Lighthouse
100 Dunne Street
El Paso, TX 79905

THE INDUSTRIAL ENCLAVE

Texas

Question: Have you wondered how it might be possible to assist blind/visually impaired persons who are working in a sheltered workshop environment transition into a competitive employment setting while continuing to give them on-going job coaching and support?

Answer: William Winkley, former Director of the El Paso Lighthouse,used collaboration with industry in the development of an enclave at a hospital supply manufacturer to do just that.

Enclave Defined

Enclaves, one type of supported employment, are generally designed for disabled people who have traditionally been excluded from competitive employment opportunities. In this plan small groups of disabled adults are placed in community business or industry settings under the daily supervision of a job coach. In an industrial enclave disabled persons work in special units on jobs for which adapted procedures and/or equipment are used. An agency for disabled persons, such as The El Paso Lighthouse for the Blind, enters into a contract with a business or industry to carry out agreed-upon work at a specified rate and cost. The agency then pays the salaries and personnel benefits to the workers and provides qualified personnel for daily supervision. All the normalizing experiences which are possible, while working in a competitive business or industry setting and while independently traveling to and from the workplace, encourage and assist disabled workers in their transition from supported employment

into full or part-time competitive employment.

Collaboration a Process

The El Paso Lighthouse in Texas, operates an industrial enclave through a contract with The Convertors Company, a division of American Hospital Supply. Beginning in 1979 and annually since then, The Lighthouse and Convertors have signed a contract (See attachment at end of article.) which specifies the work to be done and delineates the responsibilities of each contracting party.

During the first visit to Convertors the management indicated that the demand for surgical stockinets was increasing. (A stockinet is a cotton material, woven like a stocking, but of uniform caliber and used according to size to cover extremities or the body preparatory to the application of a dressing, as plaster or splints.) Up to that point stockinet production was limited and not very profitable. Staff members from the Lighthouse observed that skills which they had been teaching visually handicapped clients in the sheltered workshop were very similar to those needed at the stockinet unit at Convertors. Chief among those skills were sorting, wrapping, packaging, heat sealing, boxing and preparation for shipment.

The Lighthouse staff proposed that an enclave be developed and implemented. Convertors readily accepted the idea. Based on the needs of blind/visually impaired workers, one of the first

actions of the agency was to propose a modification in the equipment used in the stockinet unit. A member of The Lighthouse Board of Directors was an industrial engineer who consequently designed a modified piece of equipment which made the production of stockinets easier. It also substantially increased the production rate of blind/visually impaired workers as compared to that previously achieved by sighted workers.

The managers at Convertors initially stated, and continue to say, their primary motive in entering into the contract was to make money. The reality is that both Convertors and The Lighthouse see this collaborative agreement as a good business relationship not as an altruistic endeavor. This attitude is essential to the success of the enclave -- the workers recognize that they are participants in a regular business enterprise.

The continued success of The El Paso Lighthouse Enclave depends on sustained and growing support and cooperation of many people. From the beginning, the Board of Directors of The Lighthouse was enthusiastic about the concept. The members believed that work in a competitive environment site would result in the development of attitudes and behaviors needed to be successful workers among non-handicapped persons. Some of the board members got involved in the actual planning and organization of the work space, designing equipment, and planning and implementing the business and fiscal arrangements.

The initial support and cooperation of the enclave workers were critical. In 1979, during the first meeting with the sheltered workshop employees, nearly half of them immediately "bought into" the idea of the enclave and were willing to make the transition to Convertors; twelve who did not, stayed on at The Lighthouse Workshop. Within a few years all but three decided to become employees of the enclave and the sheltered workshop was closed in 1984. Two clients who were severely multi-handicapped were transferred to a day treatment center, and the third remains unemployed. Currently 22 blind and visually impaired persons are employed through the enclave concept.

Adjustments

The Lighthouse staff understood and accepted the enclave concept yet some had difficulty adapting to the changes in their work procedures and responsibilities. Some staff members missed the daily direct association with clients and recognized that this contact provided a large part of their job satisfaction. Some staff members found it difficult to change their job role to enclave supervisors, placement officers, or job analyzers; therefore, heightened administrative support and direction were required.

One of the most radical changes which resulted from the adoption of the enclave and the discontinuation of the sheltered workshop was the redesign of The Lighthouse funding base. When The

Lighthouse had a sheltered workshop, approximately 72 percent of the total agency operating budget was generated by government contract work. With the termination of the sheltered workshop and the establishment of The Industrial Enclave, only 55 percent of the total agency budget was generated from payment under contract with Convertors. This reduction was largely due to the high indirect costs a center-based sheltered workshop is able to charge in contrast to the relatively low indirect costs the agency is able to charge private industry when the work site is based at the industry site. The industry, after all, provides utilities, floor space, and quality control. In order to compensate for the difference, three years ago The Lighthouse established a Foundation which hopefully will generate adequate annual income to balance the operational budget.

Transportation

The El Paso Transit Authority operates a special transportation service for handicapped people. There are 11 mini-buses which transport clients. The Transit Authority also has special mainline bus routes for area citizens. The mainline system is for groups of people who go to the same place of employment such as Convertors. Thus the enclave workers are daily users of city-wide public transportation, the para-transit, and mainline systems, giving them further opportunities to socialize with their sighted co-workers.

Socialization Opportunities

The El Paso Lighthouse experience with the enclave model has been exciting and rewarding. Two former members of the enclave are now part of the regular work force at Convertors. Evidence of normalization has been apparent throughout the transition and follow-through process. As an example, one of the first requests by a worker was that she be allowed to work eight hours a day as Convertors' workers do, not the six hours she was accustomed to at The Lighthouse. Members of the enclave participate in holiday and other social events with all Convertor workers and one is on the plant's safety committee. Employees of the enclave also socialize with Convertor workers during coffee breaks and lunches. As a result, many new friendships have been formed and socialization among sighted and blind/visually impaired Convertors' employees extends beyond the workplace.

Summary

Perhaps the most important aspect of the experience is the demonstration that these visually handicapped people are capable workers in competitive employment sites. The enclave is viewed as an important step toward eventual placement of all of El Paso's visually handicapped people in suitable employment in a variety of community workplaces with or without special support. It represents a vital part of a continuum of services facilitating movement to community-based employment in El Paso.

Any agency which promotes the normalizing value of the enclave system will at one time or another make decisions based on the attitudes of the community, business and industry, visually handicapped clients, board of directors or administrative units, and agency staff. If the adoption of the enclave model is accompanied by a reduction of other types of contract work the fund-raising pattern of the agency may change. A timetable must be established to allow for adequate planning, attitude-change, equipment development or modification, training for clients and agency staff, and location of suitable client transportation. It is important to note that even before the enclave starts operation the excitement grows. The prospect of such a great change also generates anxiety. It is essential that the facilitators of such change devote time and thought to the ways the unavoidable anxiety can be channeled to promote learning and positive experiences. (See following pages for copy of Manufacturing and Packing Agreement.)

Manufacturing and Packing Agreement

THE STATE OF TEXAS)

COUNTY OF EL PASO)

This Agreement is made and executed by and between the El Paso Lighthouse for the Blind (hereinafter referred to as the "Lighthouse"), a Texas not-for-profit corporation, and Convertors Company, a unit of American Hospital Supply Corporation (hereinafter referred to as "Convertors").

WHEREAS, Convertors desires to continue the stockinette manufacturing and packaging project (the "Project") involving the manufacture of the standard stockinette and the modified stockinette with the enclave of clients of the Lighthouse within the Convertors Airways Plant, WHEREAS, the Lighthouse desires to continue said Project in its capacity as in independent contractor of Convertors;

NOW, THEREFORE, in consideration of the foregoing mutual premises, the parties hereto now hereby make the following covenants and agreements.

1. THE PROJECT

1.01 Materials and Facilities. For the aforementioned Project, Convertors shall provide to the Lighthouse complete product description, specifications, standards, raw materials, work space and equipment at the Convertors Airways Plant.

1.02 Manufacture and Cost. The standard stockinette manufactured by the Lighthouse under this Agreement shall be provided by the Lighthouse to Convertors at a cost to convertors of SEVEN DOLLARS AND FOURTEEN CENTS ($7.14) per case throughout the term of this Agreement. The modified stockinette (with the two pulls) manufactured by the Lighthouse to Convertors at a cost to Convertors of NINE DOLLARS AND THIRTY-NINE CENTS ($9.39) per case throughout the term of this Agreement.

1.03 Recordkeeping and Verification. The Lighthouse enclave supervisor(s) described in Paragraph 2 shall maintain daily production records on each of the clients involved in the Project and a record of the finished cases. The records shall be verified by an employee of Convertors and then shall be submitted to the Business Office of the Lighthouse where they shall be entered for billing.

1.04 Billing. Billings shall be made on a monthly basis on the total number of cases finished during a calendar month, and shall be submitted to Convertors by the 5th day of the following month.

2. SUPERVISION AND TRANSPORTATION

2.01. The Lighthouse shall provide an appropriate supervisor or supervisors for its enclave of clients working on the premises of Convertors under the terms of this Agreement. Such supervisor(s)

shall be on duty at all times that such clients are on Convertor premises.

2.02. Transportation. Convertors shall not be responsible for client transportation.

3. INSURANCE

3.01 Insurance. The Lighthouse shall provide the following during the term of this agreement: Workers' Compensation Insurance in accordance with statutory requirements; Employer's Liability Insurance with limits of not less than ONE HUNDRED THOUSAND DOLLARS for injuries to or death of any one person and TWO HUNDRED FIFTY THOUSAND DOLLARS for injuries to or death of more than one person resulting from an occurrence; and contractual indemnity coverage for the benefit of Convertors for the matters covered by the indemnity agreement provisions of Section 4. below.

4. INDEPENDENT CONTRACTOR

4.01. It is agreed that the Lighthouse shall be an independent contractor with respect to Convertors and it is explicitly agreed that clients, volunteers, employees, agents or servants of the Lighthouse who are involved with the Project enclave are in no event to be considered employees, agents or servants of Convertors. In its capacity as an independent contractor, the Lighthouse shall have no authority to bind Convertors to any

contract or agreement, or otherwise incur any liability or responsibility on behalf of Convertors.

5. INDEMNITY AGREEMENT

5.01 Indemnity. The Lighthouse shall protect, defend, indemnify and hold Convertors free and harmless from any and all injuries or claims, arising directly or indirectly out of the work performed under this Agreement, including but not limited to transportation of Lighthouse clients to and from the work site. In addition, the Lighthouse shall protect, defend, indemnify and hold Convertors free and harmless from any and all claims, demands, causes of actions and any claims made against Convertors as a result of, or arising directly or indirectly from the present of The Lighthouse enclave persons, volunteers or employees or agents on the premises of Convertors.

5.02. Nothing in the preceding Section 5.01 shall be construed so as to require Lighthouse to protect, defend, indemnify, or hold Convertors free and harmless for an injuries, claims, demands or causes of action caused by or arising out of Convertors' own negligence.

6. TERM AND TERMINATION

6.01 Term. The term of this Agreement shall be one (1) year from the effective date of this contract.

6.02 Termination. This Agreement shall be binding on the parties hereto unless either party deems it necessary to terminate this Agreement. Termination of the Agreement shall be effected by either party by giving thirty (30) days advance written notice to the other party in accordance with Section 6.02 below.

7. MISCELLANEOUS

7.01 Employment Opportunities. Convertors agrees that as employment opportunities become available within other areas of manufacturing within the Convertors Airways Plant, consideration will be given to the Lighthouse clients who are performing in the enclave.

7.02 Notices. Wherever in this Agreement shall be required or permitted that notice be given by either party of this Agreement to the other, such notice shall be in writing and shall be delivered by personal delivery, or by registered or certified mail, po prepaid, return receipt requested. Notice shall be deemed to be as of the date of receipt. Mailed notices shall be addressed as set forth below, except that either party may hereafter notify the other of a change of address by written notice given in accordance with this paragraph.

El Paso Lighthouse for the Blind
100 Dunne Avenue
El Paso, Texas 79905

American Convertors Company
Division of American Hospital Supply Corporation
One Butterfield Trail
El Paso, Texas 79906

7.03 Binding Effect. The terms, provisions, covenants and conditions contained in the Agreement shall apply and inure to the benefit of and be binding upon the parties hereto and upon their respective legal representatives, successors and assigns, except as otherwise expressly provided.

7.04 Entire Agreement. This Agreement replaces and supercedes any prior Agreements between the parties hereto with respect to the subject matter hereof, and contains all agreements and conditions made between the parties hereto and may not be modified orally or in any other manner than by an agreement in writing signed by the parties hereto or their respective legal representatives, successors or assigns.

7.05 Gender and Number. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in a singular number shall be held to include the plural, and vice versa, unless the context otherwise requires.

7.06 Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Texas.

The titles to the paragraphs in this Agreement are placed herein for convenience of reference only, and the Agreement is not to be construed by reference thereto.

This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original but all of which shall together constitute but one instrument, which may be sufficiently evidenced by any counterpart.

Executed the 1st day of January, 1984

El Paso Lighthouse for the Blind

By _____

Title: Executive Director

Convertors Company of American
Hospital Supply Corporation

By _____

Title: Plant Manager

THE STATE OF TEXAS)
)
COUNTY OF EL PASO)

BEFORE ME, the undersigned authority, a Notary Public in and for said County and State, on this day personally appeared William M. Winkley, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he is authorized to sign this Agreement for and in behalf of the El Paso Lighthouse for the Blind and that he executed the same for the purpose and consideration therein expressed.

GIVEN MY HAND AND SEAL OF OFFICE, this 1st day of January, 1984

_____
Notary Public and for
El Paso County, Texas

THE STATE OF TEXAS)
)
COUNTY OF EL PASO)

BEFORE ME, the undersigned authority, a Notary Public in and for said County and State, on this day personally appeared _____ _____, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he is authorized to sign this Agreement for and in behalf of Convertors Company of American Hospital Supply Corporation and that he executed the same for the purposes and consideration therein expressed.

GIVEN MY HAND AND SEAL OF OFFICE, this 1st day of January, 1984

_____
Notary Public
El Paso County, Texas

DON'T GIVE THOSE KIDS FISH!
TEACH 'EM HOW TO FISH!

Texas
by
Karen Wolffe

Question: Can problem solving skills be taught and applied to the process of transition from school to work?

Reprinted with permission from the Journal of Visual Impairment and Blindness, 79, 10 p. 470-72.

Overview

I. Type of Transition Model: Integrative Competency-Based

II. Target Population: Young people aged 14 to 25 years of age who have identified disabilities (blindness, visual impairments, deafness, hearing impairments, emotional disturbances, learning disabilities, mild or moderate mental retardation, orthopedic impairments, neurological impairments, deaf/blindness, or other chronic health impairments) and are in need of pre-employment skills training.

III. Collaborative Features: Direct service referrals from public, private, and residential schools as well as rehabilitation agencies and community-based organizations.

A. Agencies: Urban and rural public schools, private and residential schools, rehabilitation agencies (Texas Rehabilitation Commission and Texas Commission for the Blind), community-based organizations (Goodwill Industries, Austin State Hospital, etc.).

B. Consumers: Staff participate on CATSN Steering Committee with consumers on task force set up by Advocacy, Inc., a consumer organization, inclusion of consumers on TSP Advisory Board.

C. Private Industries, Business, Employers: Representatives from local private and public employers are invited to speak to the groups during our annual Career Planning Conference. In addition, we maintain close contact with our local Private Industry Council and Austin Chamber of Commerce.

D. National Organizations: Library of Congress, National Library Service, Division for the Blind and Physically Handicapped, AER and CEC presentations.

IV. Local/Municipal Resources: Texas State Library for the Blind and Physically Handicapped, Texas Rehabilitation Commission Library, University of Texas libraries, etc.

A. Transportation: City of Austin Special Transit Services, University of Texas Shuttle Bus Services.

B. Housing: Temporary housing for blind and visually impaired clients at Criss Cole Rehabilitation Center, Texas Rehabilitation Commission clients with special permission (interagency agreement in among between

Texas Rehabilitation Commission, Texas Commission for the Blind, and the Job Readiness Clinic).

C. Social Service: not applicable.

D. Rec/Leisure: not applicable.

E. Health Service: not applicable.

V. On-going support-systems:

A. Community: Job Readiness Clinic follow-along group (meets once a month and open to all past Job Readiness Clinic participants).

B. Administrative-State Rehabilitation: Follow-up through vocational rehabilitation counselors on six month/twelve month basis

C. State Spec. Educ.: TSP services available by request throughout school year.

VI. State/Local laws/Regulations: None

VII. Funding Sources:

Start-up: U.S. Office of Education Innovation and Experimentation grant-- Transitional Leadership Training Program, grant #G008430059 (3 years).

Continuation: To be determined; most likely, fee-based structure will be implemented.

VIII. Contact Persons:

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DON'T GIVE THOSE KIDS FISH! TEACH 'EM HOW TO FISH!

Texas
by
Karen Wolffe

Question: Can problem solving skills be taught and applied to the process of transition from school to work?

Answer: Yes, Karen Wolffe, Clinic Director, University of Texas at Austin, Job Readiness Clinic, tells how it is being done in Texas in this article reprinted with permission from the Journal of Visual Impairment and Blindness, 79, 10 p. 470-72.

"If you give a man a fish,
Every day he comes to you for another fish.
If you teach a man to fish,
He feeds himself."

This Old Chinese proverb exemplifies the philosophical base from which the University of Texas Job Readiness Clinic operates. The Clinic utilizes a problem solving approach in facilitating career planning. The approach has proven effective for adults with disabilities as well as youths with disabilities in transition from school and home to work and independent living.

Successfully making the transition from school to the world of work is a complex process. For disabled youth, the presence of a handicapping condition puts them at risk for failure in transitioning from school and home to the world of work. Employment figures on disabled youth are bleak. Bowe (1983) noted that 30.9 percent of disabled males age 16-24 and 25.5 percent of disabled females age 16-24 are unemployed. Madelyn Will (Assistant

Secretary of Special Education and Rehabilitation Services) points out that estimates of unemployment among adult disabled persons range from 50 percent to 80 percent, and those who do gain employment often experience low wages and limited upward mobility.

Intervention is clearly indicated to help young people with disabilities overcome the problems of gaining and maintaining successful employment. The University of Texas Job Readiness Clinic (JRC) is an applied learning lab in the Department of Special Education. The Clinic has a ten-year history of documented success providing career counseling and instruction to disabled, hard-to-employ youths and adults. Clinical observation of individuals in the transition process indicates that a lack of problem solving ability is a major impediment to getting or keeping work. Carkhuff's problem solving model (Exploration, Understanding, Action) integrated with pre-employment skills training has proven helpful in assisting disabled youths to develop more realistic career plans. The JRC career planning encourages collaboration of rehabilitation counseling and special education instructional strategies for teaching disabled youths how to apply a problem solving approach to the sometimes seemingly overwhelming task of getting a job they can do well.

Utilizing a problem solving model in conjunction with teaching specific job seeking skills represents a unique approach to

career planning. The approach has been derived from the University of Texas Job Readiness Clinic, which has been acknowledged as a successful vocational rehabilitation program. The Job Readiness Clinic has been replicated and modified for use in rehabilitation and education facilities such as The Houston Lighthouse for the Blind, Austin Area Goodwill Industries, and El Paso Community College.

The services in the Job Readiness Clinic have expanded to include specialized intervention in the form of mini-workshops infused into local special education students' ongoing coursework. We were able to expand our services thanks to federal support of our latest endeavor, the Transitional Services Project (TSP). During the spring semester, we presented a series of mini-workshops (two-hour sessions) for youths in transition in the following content areas: self-awareness, vocational selection, job seeking skills and job maintenance skills (problem solving and interpersonal/communication skills). The workshops were held during March, April and May of 1985. We met in special education classes at three local public high schools and on the Texas School for the Blind campus. Students with varying disabilities attended the workshops. Some of the students were visually impaired and blind residential students from Texas School for the Blind; however, the majority were from Austin Independent School district and surrounding counties' special education classes and were learning-disabled or physically handicapped.

In addition, two full-day weekend conferences were held for disabled youths and their families. The weekend sessions included morning and afternoon offerings of seminars and group discussions on: career planning, testing expectations against reality, problem solving and interpersonal/communication skills training. Families and students with disabilities attended, separately or together, their choice of sessions.

Students in pursuit of graduate degrees at the University of Texas--primarily in the areas of special education and vocational rehabilitation counseling--were involved in the delivery of services. Each student chose one of three service delivery RAT tracks--Research, Administration or Training--to specialize in and learn while assisting JRC staff in service delivery

Training Approach

The problem solving approach to career planning can be presented in participatory workshops to students, families, teachers, counselors, or anyone who works with young people in transition. This technique is designed to develop career planning competencies in people who provide direct services to disabled youth as well as youths in transition. Carkhuff's problem solving approach, the basic model which has been expanded upon by the Arkansas Rehabilitation Research and Training Center with the Personal Achievement Skills Training materials and by the JRC staff over the past ten years to meet the needs of individual

clients, has been applied successfully with disabled youths and adults in the JRC. This career planning approach can be taught to disabled youths who have the potential to be independent job seekers and are functioning at instructional or informational levels, as well as those more severely handicapped students who require advocacy level help in obtaining a job.

Content information is presented in the context of applying the problem solving approach to career counseling. Problem solving strategies can be used by youths, parents, teachers and counselors, individually or in group settings. The model can be applied generically to all aspects of independent living or specifically to an immediate problem area, like career development. The problem solving approach to career planning can be applied to personal, social, or vocational problems which interfere with getting or keeping jobs.

To facilitate client application of the problem solving process, it is beneficial for service providers to have some fundamental counseling techniques. The inclusion of counseling strategies which are effective in problem solving and can be appropriately used by teachers, parents, counselors, or other service providers is imperative. Examples are the communication do's and don't's delineated by Means and Roessler in the Personal Achievement Skills Training and Carkhuff's facilitative strategies in problem solving. Participants can be given opportunities to practice

these counseling skills and experience application of the problem solving model through role play activities.

One of our primary areas of interest is the validation of a proposed Functional Literacy Model--the product of years of clinical experience and researching of similar notions like another University of Texas product, the APL (Adult Performance Level) Project. The JRC staff documented some of these ideas using the Model of Functional Literacy. (See following page.)

In the Clinic and workshops presented during the spring semester, we Exposed graduate students, as well as disabled youths and their families, to content and skills at the various intervention levels indicated in the model. Another way to conceptualize the intervention levels is to consider that by exposure to content we develop skills which we apply in various environments to survive and enjoy life. At the informational level, students have content and skills and simply need to learn how to apply them for successful adaptation in any environment. At the instructional level, students have had exposure to content but haven't developed sufficient skills to cope with day-to-day existence, and these skills must be taught. At the advocacy level, students must be assisted with content, skills and application

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Bowe, F. (1983) Demography and disability: A chartbook for rehabilitation. Fayetteville, AR: Arkansas Rehabilitation Research and Training Center, University of Arkansas

Carkhuff, R. R. (1969) Helping and Human Relations: A Printer for Lay and Professional Helpers--Selection and Training. Vol.1, New York: Holt Rinehart and Winston.

Means, B. & Roessler, R. (1975) Personal Achievement Skills Training Instructor's Manual. University of Arkansas.

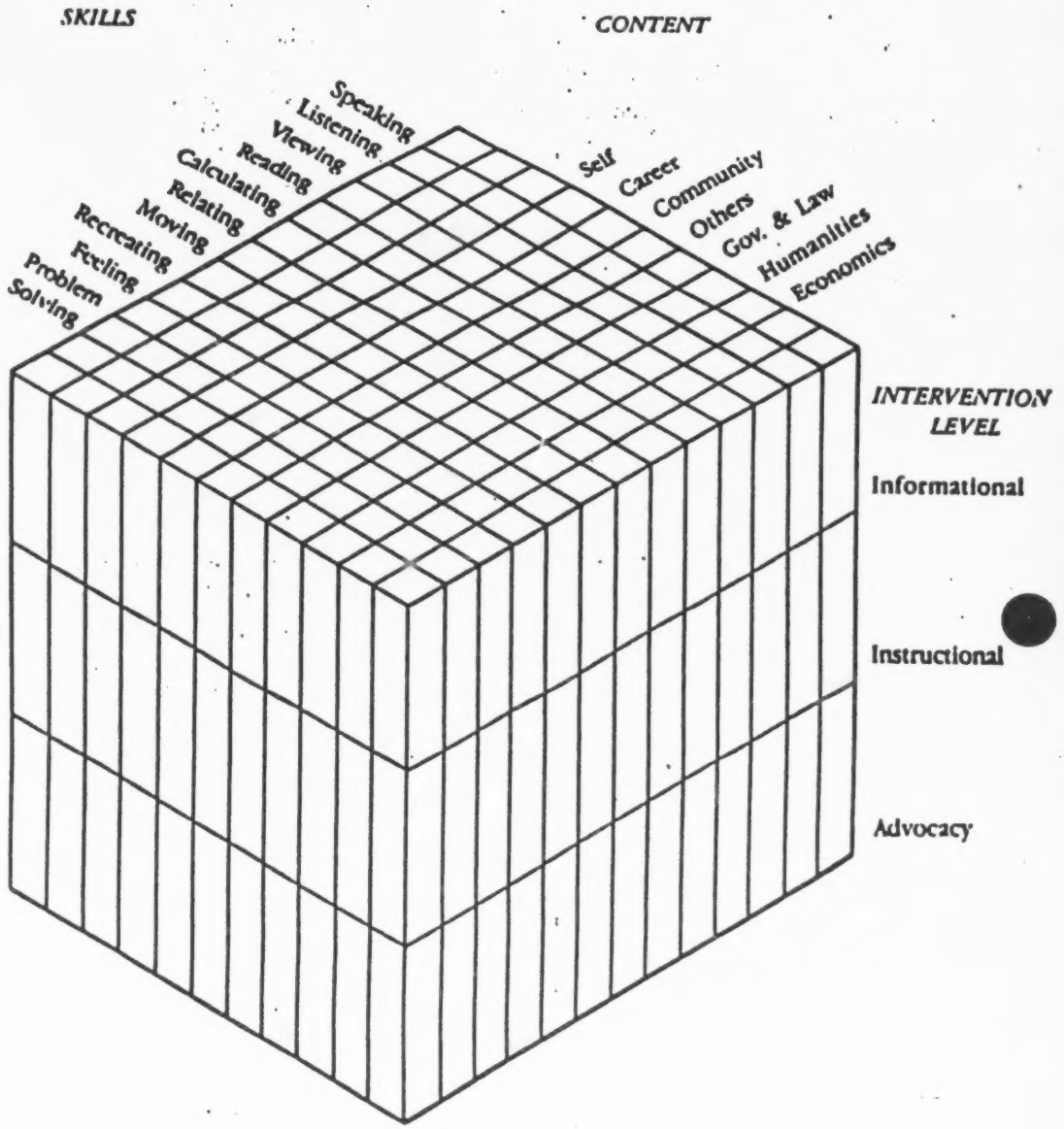

Figure 1: Model of Functional Literacy
Modified by Daniels, 1984 (Office of Education Grant #G0084300[illegible])
Adapted from model developed by the Adult Level Project (1975) at the University of Texas.

PROJECT STEER

Virginia

Question: Have you wondered how a state-wide effort could facilitate effective integration of visually impaired students into mainstream vocational education programs and ultimately into employment?

Overview

I. Type of Transition Model:

Cooperative model for Vocational Education

II. Target Population:

Visually impaired students ages 14-21

III. Collaborative Features:

Agencies involved in creation of the model: Virginia State Department for the Visually Handicapped, Virginia State Department of Education, and local school districts.

IV. Local/Municipal Resources:

NA

V. On-going Support Systems:

A. Community - Local School Districts

B. Administrative - State Department for the Visually Handicapped; State Department of Education

VI. State/Local Laws/Regulations:

NA

VII. Funding Sources:

A. Start-up - Grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education

B. Continuation -
To be determined

VIII. Contact Person:
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PROJECT STEER

Virginia

Question: Have you wondered how a state-wide effort could facilitate effective integration of visually impaired students into mainstream national education programs and ultimately into employment?

Answer: Mary D. Kelvin and Barbara Bowman of the Virginia Department for the Visually Handicapped, summarize the goal, objectives and strategies for Project STEER, a program to develop cooperative model programs for vocational education.

According to the American Council of the Blind, 70% of the American adult blind population is not working. As non-college bound visually impaired students leave secondary school they are faced with extensive training before they can be placed in employment. Transition from school to work presents problems for all young people, but it is unquestionably more complicated for handicapped young people. This is the essence of the problem that Project STEER (Stimulate Transition to Employment through Education and Rehabilitation) is addressing. Through early intervention, in the form of adjustment skills and career and vocational education, the amount of post-secondary training can be reduced and more visually impaired students can graduate with marketable job skills.

There is a critical need to establish guidelines and methods for visually impaired youth to access vocational education programs. There is considerable need to provide vocational training in order to develop skills that will enable them to join the work

force. Despite the recent emphasis on vocational education, many handicapped youths are leaving school without these skills.

Enrollment of Virginia's visually impaired students in vocational programs has been limited. The Virginia State Department of Education reported in the 1983-84 school year that 60% of the visually impaired students enrolled in some form of vocational education were in Consumer Homemaking Education or Industrial Arts, not Occupational Preparation Programs. The rate of progress of these students in vocational education programs has been slow, and very few of them actually complete the programs. According to Virginia State Department of Education figures for the 1983-84 school year, 239 visually impaired students were enrolled in vocational education programs, however only 10 students completed the program that year.

The overall objective of Project STEER is to develop cooperative model programs that will facilitate effective integration of visually impaired students into mainstream vocational education programs and ultimately into employment. This is a cooperative effort between the Virginia Department for the Visually Handicapped (VDVH), the Virginia State Department of Education, and local education agencies. The models developed in the pilot project will then be applied statewide.

Visually impaired and blind students are a small part of the

general population, and the disabled school population; it is understandable that vocational education instructors and directors lack knowledge of or positive attitudes toward the abilities and limitations of the blind. This situation must be rectified if visually impaired and blind students are going to access vocational education programs. Project STEER will initiate an education process for vocational education personnel.

The question of whether visually impaired students can be appropriately placed in a specific vocational program must be considered on an individual basis. Each student must be assessed according to his/her abilities and visual function in relation to any bona fide visual requirement of a given vocational education training area/curriculum. A consideration of the existence and/or feasibility of adaptive equipment or modification in methodology for the visually impaired and blind are also factors which must be addressed in any given vocational education situation.

Project STEER is a pilot project from scheduled for October 1, 1985 - September 30, 1987, operating in select localities of the state, with 23 students. STEER is funded by a grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education. To be eligible for STEER youngsters must be legally blind, age 14 to 21 , and enrolled in or looking toward vocational education in the public school

system. The 23 students in the pilot project have expressed interest in such vocations as carpentry, automotive repair, office technology, business/computer programming, cosmetology, horticulture, and food service.

The statewide coordinator of Project STEER is responsible for organizing and arranging services among the VDVH vocational rehabilitation and education services programs. The coordinator is a vocational education consultant and resource person for the visually impaired. Through Project STEER, VDVH is providing the following types of support to local education agencies:

1. Comprehensive vocational evaluation for visually impaired students participating in the project.
2. Technical assistance to vocational education personnel on instructional methods, techniques, materials, and equipment to assist visually impaired students achieve success in vocational education environments.
3. Consultation in the preparation of the vocational components of the IEP.
4. The loan of specialized or adaptive equipment for use in vocational education classrooms and laboratories.
5. Modified curricula or instructional materials, such as large print, braille, or recorded texts, special visuals, and modified competency lists.

6. On-the-job training and job placement for visually impaired students who complete vocational programs; and
7. Financial support for part-time paraprofessional personnel.

Project STEER is a multi-faceted project. It has raised many questions about services for visually impaired and blind youth, and by implication, about services for adults. It will continue to search for answers to these questions and to serve youth in transition from school to work. It is hoped that Project STEER will be an exemplary education model which can be replicated.

SUPPORTED EMPLOYMENT

Virginia

Question: Have you wondered how it might be possible for severely multi-handicapped blind/visually impaired persons, who need very concentrated on-the-job training and continuing intervention and support, to be placed and successfully work in competitive emplcyment situations?

Overview

I. Type of Transition Model:
Supported Work

II. Target Population:
Severely Disabled workers who have not benefited Vocational Rehabilitation Services.

III. Collaborative Features:

A. Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Virginia

B. Consumers - Severely Multi-Handicapped individuals

C. Local Business and Industry (Private and Public Sector)

D. Local Vocational Rehabilitation and Special Education Service Providers

IV. Local/Municipal Resources:
Transportation System

V. On-Going Support Systems:
Individualized plan to maximize each person's employment success.

VI. State/Local Laws and Regulations:

1. Adheres to U.S. Department of Labor & Guidelines

2. Adheres to Federal Vocational, Rehabilitation Guidelines

3. P.L. 94-142 and Subsequent Amendments

4. Developmental Disabilities Act of 1984 P.L. 98-527

5. Social Security Act Section 16, 19 A&B

6. Job Training Partnership Act

VII. Funding Sources:

1. Federal Funding from Office of Special Education & Rehabilitation Services

2. Fee for Service from State Vocational Rehabilitation Agency

VIII. Contact Person:

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SUPPORTED EMPLOYMENT

Virginia

Question: Have you wondered how it might be possible for severely multi-handicapped blind/visually impaired persons, who need very concentrated on-the-job training and continuing intervention and support, to be placed and successfully work in competitive employment situations?

Answer: Dr. Sherrill Moon and her colleagues at Virginia Commonwealth University have successfully applied the supported employment model to provide needed job analysis, job coaching, job placement, and intervention services beyond those traditionally available through time-limited services.

Introduction

The supported employment concept, being developed and implemented through The Rehabilitation Research and Training Center at Virginia Commonwealth University (VCU) in Richmond, has as its focus employment opportunities and vocational training for persons with severe disabilities. Basic to this model is the tenet "experience first, skills second." Inclusive in the term severe disabilities are those citizens with functional severe or profound mental retardation, autism, severe physical handicaps, severe multiple handicaps and severe mental illness.

Time-Limited and Supported Employment

One might think of transition for persons with severe multiple disabilities as a process which presently consists of three bridges. The first is no special services, the second is time-limited services, and the third is supported employment. In

the past, only the first two processes were available to severely disabled persons. They included special education and rehabilitation training services, family support services, traditional job training programs, and higher education opportunities. With time-limited services the disabled person, as a client of vocational rehabilitation, is given specialized assistance for a specific period of time and then the case is closed. For the past several years it has become increasingly apparent that many disabled persons have not accessed employment opportunities because existing training and placement models were inappropriate. The traditional service delivery system of train, place, and closure has built-in time limits. The model from VCU proposes a system of place, train, and follow-along with support as needed.

Common Characteristics of Supported Work

There are a number of supported work options but each of them share common characteristics or features. These characteristics are:

1. Supported employment is designed for people with disabilities who are traditionally unserved in regular employment programs;
2. Supported work programs should result in paid employment in regular integrated work situations, not sheltered workshops; and,

3. Supported programs involve on-going support as and when needed in the regular work world.

Some values which are inherent to the supported work concept which can serve as guidelines are:

1. Human ingenuity is essential in the community and at the work-site;
2. Meaningful work with commensurate pay is essential;
3. Technology should be utilized when appropriate to enhance job accessibility and work production;
4. Clients need to have job choices;
5. Local employment needs must be documented and updated through on-going involvement with business and industry;
6. Training must be functional and reflect local labor market needs; and
7. Parental involvement and support are critical in maximizing successful community integration and vocational placement.

-Job Success

Factors for long term job success which VCU has identified as essential through research studies are: academic skill training is less significant than life skills training; transportation must be available and reliable; supportive and informed parental involvement with on-going commitment to advocate on behalf of their adult child is critical. It is important to involve both an educator and an adult service provider in the transition

process from school to work. The adult service provider could be a case manager, rehabilitation counselor, welfare worker, a volunteer advocate, etc., however, the adult service provider must be ready to take over when the educator is no longer involved. This "readiness" to assume responsibility is best accomplished by involvement with the client while the client is still a student.

Why Supported Employment

Supported employment is viewed as an innovative training, placement, and follow-through model which can reduce the high percentage of disabled persons who are unemployed and underemployed. It can facilitate the movement of persons who are disabled from sheltered workshops or day activity centers into competitive employment settings. While sheltered workshop employment may be a viable long-term resource for some persons, for many it should be a transitional placement only.

Data Collection

It is critical that educators and rehabilitation workers begin to keep accurate records regarding follow-up of students when they leave school. This follow-up needs to include data on job placements, opportunities, job settings, and wages being earned. Without such data it will not be possible to justify financial support for career education, vocational training, on-the-job training, workshops, and supported employment programs.

Supported Work Options

There are several different types of supported work options. Specialized industrial training which is based in small industries, was developed at the University of Oregon. This model can be a permanent employment option and might be considered a more typical sheltered environment.

Another type of supported work option is enclaves/work crews in industry. This consists of a crew of workers who are supervised at all times and either work within an industry (enclave) or a mobile work crew. The wages for workers in an enclave or as part of a work crew should be competitive. This is a viable option for individuals who are not yet ready for independently functioning in a competitive job site. Such a placement can be used as a trasitional step toward the competitive job market.

Another supported work option is competitive employment with on-going support as needed. Using this option the individual is placed in a competitive job with on-going assistance available as necessary from a professional or volunteer. This provides support to the client, co-worker, and the employer. The last option is open competitive employment which is not supported.

Summary

The supported work approach to competitive employment requires highly structured job placements, individualized on-site training, and job retention skills. It involves intensive job-site training in community-based and integrated employment settings. It is applicable for many handicapped individuals who have limited exposure to and experience in competitive employment. Models have been found to be effective in both urban and rural areas. It has been successfully implemented by both public school and community service agencies and programs. The major components of the supported employment option include: (1) a comprehensive systematic approach to job analysis and job-placement; (2) matching clients' choices, needs, and skills with available employment options; (3) intensive training at the job-site; (4) on-going client performance assessment; (5) systematic and long term support to client and employer; (6) on-going involvement of parents; and (7) a collaborative approach to planning utilizing all appropriate community resources.

CAREER AWARENESS AND WORK EXPERIENCE

Washington

Question: Have you ever wondered how you might start a work experience program that will demonstrate to blind and visually impaired students that work is in their future?

Overview

I. Type of Transition Model: Career fair with follow-up visit. Referral for summer work.

II. Target Population: Middle school and high school visually impaired students.

III. Collaborative Features: Collaboration among Washington State Department of Services for the Blind, Washington State Commission for Vocational Education, Office of Superintendent of Public Instruction, Educational Service District, and Job Training Partnership Act programs. Consumers provided a vital role in sharing their experiences.

IV. Local/Municipal Resources: Local resources were primarily from the school districts and agency representatives.

V. On-going support-systems: On-going support system from teachers, and Child and Family Program staff.

VI. State/Local Laws/Regulations: N.A.

VII. Funding Sources: Funding came from Washington State Department of Services for the Blind, Washington Commission for Vocational Education, Office of Superintendent of Public instruction, and Educational Service District #121.

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CAREER AWARENESS AND WORK EXPERIENCE

Washington

Question: Have you ever wondered how you might start a work experience program that will demonstrate to blind and visually impaired students that work is in their future?

Answer: Scott Truax at the Department of Services for the Blind in Seattle reports one practical model using a collaborative approach.

The Washington State Department of Services for the Blind co-sponsored a career awareness project with the Washington State Commission for Vocational Education, The Office of Superintendent of Public Instruction, and Educational Service District #121. The "Model Transition Project" brought blind and visually impaired students together so they could explore different career opportunities and develop their own educational/vocational plans. It was called "Work Out!"

In phase one, students met with successfully employed blind adults representing a variety of occupations at a "Job Fair." In phase two, project representatives interviewed students at their schools to further investigate career awareness and options. In the final phase, students were placed in actual work situations for the summer months.

The Washington State Model Transition Project was an initiative with broad sponsorship and support from the blind adult com-

munity, vocational agencies and school districts. An advisory committee was formed with representatives from school districts, state vocational agencies, educational service districts and the state education office. Cooperative efforts of individuals from these various components involved in the transition process helped to ensure the success of the project.

As the advisory committee formulated the goals and objectives, teachers were meeting to discuss the implementation of the project for their particular students. Because of the involvement of the professionals who had day-to-day contact with our target population, we were able to tailor the broad initial goals into a needs-specific final action plan. It must be stressed that the involvement of school administrators and teachers was a critical factor in attracting students from many different school districts. The teacher also helped with much of the detail work crucial to the success of such an event (Registering students, obtaining release time, coordinating transportation, planning follow-up meetings, etc.).

<u>The Project-"Work Out!"</u>

I. Phase one of the project, "Job Fair," brought together blind students with successfully employed blind adults. This allowed students to learn first hand about the "ins and outs" of working in the job market. The personal interaction with adults who had "made it" was the key to

recognition of the very wide variety of possible occupations. The blind adults shared their experiences of training and education, employment and advancement, and the importance of positive job attitudes. Speakers were chosen to match requsts from students and to allow for a variety of occupational clusters. There were 37 session leaders representing occupations such as attorney, teacher, radio broadcaster, auto mechanic, physical therapist, stock broker, horse trainer, and others.

From the "menu" of career areas, each student selected three sessions.

Each session involved a 30-minute lecture with ample opportunity for questions. Parents and professionals were also encouraged to attend.

A total of 207 people attended the conference: 60 students, 40 teachers, 17 parents, 37 presenters and 49 guests. Of the 60 students who attended, 27 were in high school, 10 in middle school, 13 in elementary school and 12 in other programs. Although this project focused on the geographic area surrounding Seattle, it was open to any student in the state.

II. The second phase involved a visit with the high school and

middle school students to discuss their career exploration plans. The career project manager and a staff member from Department of Services for the Blind asked each student the following questions:

1. Have you developed an interest in a particular career area as a result of attending the Job Fair?
2. Are you interested in an occupation not presented at the Job Fair about which we can provide information?
3. What can the educational system do to assist you in further career advancement?
4. What can the vocational rehabilitation system do to assist you in further career advancement?

This phase provided an opportunity to involve the teacher and a school district representative from the vocational education department in the career guidance process. This meeting was the impetus for many students to become involved in their school district vocational evaluation program for the first time. Local teachers structured the format of these meetings to reflect individual students' needs.

III. The third phase included summer work placements through local Job Training Partnership Act (JTPA) programs, or other resources. During the past two summers, blind students have been referred to their local JTPA program.

The Department of Services for the Blind has acted as a referral agent and provided technical assistance upon request to JTPA counselors.

This year we have our largest number of students working in summer jobs. This increase is due in large part to the attention drawn to the importance of work through the project activities.

Results

The transition program will become an annual event and plans are underway for the 1987 program. There will be some "fine tunning" of the career fair with an even greater emphasis placed upon career information. Students will also be given opportunities to work with equipment which might be utilized in their future careers. The program for parents/students who have severe multiple handicaps will be expanded.

In Washington State, we enjoy a very cooperative, collaborative relationship among the various agencies who deliver services to blind individuals. This relationship provides fertile ground for events such as the model transition program. In order to replicate this type of project, you must first lay the groundwork by establishing these relationships between agencies and school districts.

In planning and implementing projects for blind students, it is vital that the teachers who have direct contact with these students be included. It is through their input that the individual needs of students can be addressed. It is also the connection with teachers and school administrators that ensures the attendance of the students who are scattered among many school districts.

The blind community in our state has been very supportive of our efforts and provided valuable insights into the needs of blind individuals. Among the needs of our students are on-going career awareness experience and access to positive role models during the formative years. The bringing together of students and adults was the key to demonstrating that there will be work in their future.

WorkOut

The sponsoring agencies are pleased to announce the initiation of the Model Transition Project, a career awareness project for blind and visually impaired students in King & Pierce Counties. Through this project, students will be able to explore career opportunities and work out an educational/vocational plan followed by job placement.

There's Work In My Future

During the project, students will interact with successfully employed blind adults performing jobs including the following:

- ✓ Auto Mechanic
- ✓ Chiropractor
- ✓ Executive Secretary
- ✓ Guest Ranch Manager
- ✓ Horse Trainer
- ✓ Horticulturalist
- ✓ Job Service Interviewer
- ✓ Management Analyst
- ✓ Newspaper Editor
- ✓ Physical Therapist
- ✓ Prosecuting Attorney
- ✓ Radio Broadcaster
- ✓ Retail Computer Sales
- ✓ Retail Manager
- ✓ Revenue Agent
- ✓ Stock Broker
- ✓ Teacher
- ✓ Technical Writer
- ✓ X-ray Technician
- ✓ Word Processing Operator

A Model Transition Project

Sponsored By

Department of Services for the Blind
Educational Service District #121
Office of Superintendent of Public Instruction
Washington State Commission for Vocational Education

Produced By

The Main Event
P.O. Box 7608, Olympia, Washington 98507
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The Main Event
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Olympia, Washington 98507

WorkOut

There's Work In My Future.

Project Endorsed By

Governor, State of Washington

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On January 30th, 1986 the "WORKOUT" job fair will be held at the Crestview Conference Center in Seattle, Washington. This is a unique opportunity for blind and visually impaired students to learn first-hand, about the ins and outs of working in the job market. Blind and visually impaired workers will share their experiences relating to special needs and requirements including training and education considerations, employment and advancement, and job attitudes.

The Follow-up Counts

The second phase of "WORKOUT!" is the follow-up visit of each high school student who attended the job fair in Phase 1. With the help of parents, teachers, and counselors, the students will set career objectives and develop an educational/vocational work plan.

Employment Opportunity

Teenagers will have the opportunity in Phase 3, to work summer jobs for a minimum of 15 hours a week. This presents students with the chance to earn extra money while building confidence and gaining valuable work experiences.

Program

"What Role Can I Play?"

The Mentor Program is the vital culmination of experiences for the students in the Model Transition Project. Employers will assume the responsibility of serving as a role model in a work environment to a blind or visually impaired teenager for a minimum of 15 hours a week. During this time the role of the mentor is to provide on-the-job training and reinforce the attitudes that the student is capable and expected to be a wage earner in our society.

"What's In It For Me?"

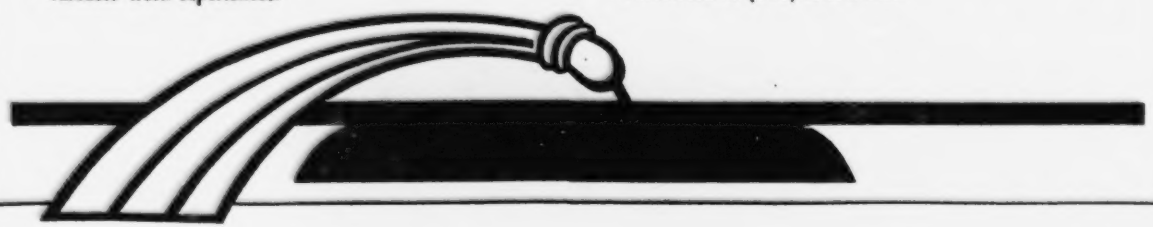
Besides getting goal directed, eager, hard working students for employees, special compensation for salaries is available. Additional monies may be available if the work environment needs to be adapted to accommodate students. However, the greatest benefit to you, may be internal; the satisfaction of knowing that your participation has created a first-rate opportunity that will enable blind and visually impaired teenagers to enter the American work force.

"When Do I Begin?"

Your commitment would begin with an introduction meeting between you and the student some time in April, followed by the student shadowing you (or one of your employees) in the work environment for a day in May. The actual work experience would be during the months of June, July and August.

"How Do I Get Involved?"

By contacting Marcia Dorcy Lynch or Gloria J. Westerfield at (206) 242-9400.



Committee

Bethel School District
Dr. Gerald E. Hosman, Superintendent
(206) 535-0950

Department of Services for the Blind
Paul Dziedzic, Director
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Educational Service District #121
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Highline School District
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Kent School District
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Office of Superintendent of Public Instruction
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Renton School District
Dr. Robert C. Roberts, Director of Renton Vocational Technical Institute
(206) 235-2352

Tacoma School District
John Pearson, Director of Special Education
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Washington State Commission for Vocational Education
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CONCLUSION

Individuals who contributed information to this manual are identified in the answer to each lead question preceding each program description. It is suggested that you contact the person listed on the overview page directly for more detailed information on program development and implementation. The descriptions are presented to heighten your awareness of possibilities that currently exist and to encourage you to communicate with these programs. You may choose to creatively integrate components of these programs with existing programs in your state. Good luck as you move forward in your work.